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ABSTRACT

This document is a curriculum guide for a Peer Counseling course in the Orange County, Florida Public Schools system. The course, Peer Counseling, is an 18-week elective course for eighth graders which can be repeated as Peer Counseling II during the second semester of the year. The major emphasis of this course is to help students become more sensitive to the needs of their peers and to give these students the skills and attitudes to be more effective in helping their peers. The course is designed to develop the techniques of building friendships and reaching out to those who are lonely, shy, and in need of friends. It also teaches adolescent decision-making and problem solving skills. Guidelines are provided for setting up a program in the local school and managing the program in the local school. Training units are provided in peer counseling; communication skills; the helping relationship; learning about self; learning about others; and the family. Icebreakers, group process discussion starters, decision making activities, and peer project descriptions are provided. Program forms are included. (ABL)

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ORANGE COUNTY PUBLIC SCHOOLS

MIDDLE SCHOOL

PEER COUNSELING I AND II

1989-1990

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MIDDLE SCHOOL'S PEER COUNSELING CURRICULUM

1989

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Curriculum Guide for Student Peer Counseling Training, Palo Alto, CA, Barbara B. Varenhorst, Director, Peer Counseling Program, 25 Churchill Avenue, Palo Alto, CA 94306.

Peer Counseling Instructional Course Outline, Grades 9-12, Los Angeles Unified School District, Office of Secondary Instruction, Publication No. SC-936, 1988.

Myrick, Robert D. and Bowman, Robert P., Becoming a Friendly Helper: A Handbook for Student Facilitators. Educational Media Corp., Box 21311, Minneapolis, MN 55421.

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I. INTRODUCTION

Peer Counseling is an eighteen week elective course for eighth graders. It can be repeated as Peer Counseling II during the second semester of the year. The major emphasis of this course is to help students become more sensitive to the needs of their peers and to give these students the skills and attitudes to be more effective in helping their peers. The course is designed to develop the techniques of building friendships and reaching out to those who are lonely, shy, and in need of friends.

It also teaches adolescents decision-making and problem solving skills that can be used with self and others. This course recognizes that our world is an increasingly complex place and requires that our young people learn the "people skills" that will facilitate cooperation and collaboration rather than just competition. It has become insufficient to rely on the models of past generations.... They have produced shamelessness, abuse, lack of direction, increasing addictions and a whole host of other societal problems. Schools must accept the challenge of entering the affective domain to teach the skills that will enable our youth to approach the year 2000 and beyond. This guide, then, is about empowering young people...empowering them to be strong adults with a clear vision of who they are, how they relate to others, how each can influence and encourage others, and above all, how to communicate the process of cooperation and collaboration so that we can all live in a global community peacefully.

II. PROGRAM OVERVIEW

A. PURPOSE OF PEER COUNSELING:

To provide a group of peer leaders with training, to increase sensitivity to the problems of fellow students and to aid those students in obtaining the positive help that they need.

B. THE MOTTO:

WE CARE - The motto is carefully chosen because it needs to represent the goals of the peer counseling program. During the class, it is important to stress that peers are interested in "caring" not "curing" their fellow students...."Curing" needs to be left to qualified professionals (counselors, psychologists, social workers, etc.).

C. COURSE OBJECTIVES:

The student will...

1. Develop skills of building friendships and reaching out to others who are in need of friends.
2. Help create a more supportive, caring school atmosphere.
3. Develop an understanding of themselves, particularly their personal values and attitudes.
4. Recognize that individuals differ in their attitudes and values.
5. Develop a non-judgmental attitude toward others.
6. Effectively communicate with others.
7. Listen accurately and empathetically.
8. Become aware of methods of making decisions.
9. Use the following skills:
   a. writing skills in clarifying goals and values.
   b. active listening and observational skills in groups and class discussions as well as in individual role-playing skills.
   c. speaking skills in role playing, class and group discussions, and individual presentations.
   d. reading comprehension skills in obtaining information from printed material and in following written instructions.

III. GUIDELINES

A. SETTING UP A PROGRAM IN THE LOCAL SCHOOL:

1. Four steps to follow:

   a. Assess the needs of the group to be served to develop the strategy that will bring about the needed change.

   b. Commit to becoming informed about the concepts of peer counseling, what it is, its philosophy, and how to win local support.

   c. Gain support from the administration and faculty.

   d. Develop evaluative procedures to determine the effectiveness of the program.

The student needs assessment in the Developmental Guidance Program handbook can be used to determine what student needs are. By using those results, it can be shown how the Peer Counseling program can facilitate meeting those needs. Investigation of peer counseling will indicate that the prospective leader needs to believe in the concepts of developmental guidance and counseling as opposed to "crisis" counseling. In other words, he or she must be sold on and be able to sell the idea of how effective developmental counseling and affective education is to fellow counselors and the rest of the faculty and staff. An understanding of the developmental approach enables the trainer to realign priorities in a guidance office. This realignment of priorities includes an understanding of oneself as "consultant" as well as "counselor" and an increased concern for the well being of all students. The prospective leader of a peer counselor class must recognize the necessity of giving away counseling skills to others who can exponentially increase the effectiveness of a single counselor.

2. Winning Administrative Support

Administrative support can be gained in many ways. Inviting a supervisor to read short articles, attend programs, visit peer programs or meetings in other schools will increase the probability of administrative understanding and support for the ideas the trainer will be presenting. "Coffee klach" diplomacy is another method of laying supportive groundwork with administrators prior to submitting a formal proposal. Informal discussions reveal those areas of opposition, dissonance, confusion or support which enable to actually offer the course to eighth graders. By understanding the administrator's agenda, it is usually possible to respond to objections, clarify confusion and to meet the needs of supporting personnel. Showing how a peer counseling class can help meet the principal's goals will certainly enhance the likelihood of his/her wanting to include the course in the electives available to eighth graders.

3. Publicizing the Program

Programs such as peer counseling need consistent and effective public relations work. Emphatically, the results of program evaluation given much

valuable material that can be used to sell the program and to insure that the program remains acceptable to those who have supported it. Myrick and Bowman (1981) make the following suggestions on enlisting support.

a. With the Faculty:

* Share ideas with cooperative and interested faculty members.
* Ask a small group of teachers to meet over lunch to discuss your ideas.
* Give these teachers a copy of an article or book on the subject.
* Make copies of a brief excerpt regarding the efficacy of peer counseling.
* Have a group of teachers help you identify some important needs in the school that would be amenable to a peer counseling program.
* Encourage teachers to help you identify some projects that would help meet student needs and fit into the school's schedule.

b. With the Administration:

* Meet with a friend and try out your presentation to the principal, encouraging your friend to force you to examine the pros and cons.
* Pick a time when the administrator is most likely to have time to hear your plan and discuss it with you. Avoid stressful times.
* Be prepared to leave an outline or some key ideas in writing. Make a note of your meeting and any supportive remarks so you can refer to them later.
* Invite the administrator to sit on a planning session with two or three of your supportive teachers.
* Be aware of how the program can benefit students as facilitators, students as helpees, and the faculty. Show how these benefits are related to your needs assessment.
* Be prepared to use facilitative skills in exploring ideas and to use feedback responses.
* Be positive and avoid being defensive.

c. With the Students:

* Talk enthusiastically about the selection process - it can make a critical difference.

- Prepare a brief description of your plans, including training and projects.
- Make announcements through classroom presentations, newspapers, bulletin boards or school TV program.
- Prepare a demonstration activity for students and faculty.

B. MANAGING THE PROGRAM IN THE LOCAL SCHOOL:

1. The Invitation and Selection Process

In schools where peer counseling is offered as a semester elective, the advisor must retain the right to approve of the students placed in the class. One process is to have students apply to the advisor (see the application in the appendix), or teachers can submit names of good candidates and the advisor can solicit applications from selected students. A group interview is recommended as the willingness to share in groups is so important to the success of the class. It is also recommended that students be selected from a cross section of the total student population; the class should not become another form of exclusivity that keeps out certain groups. A good number to begin with is 15 to 20. It is far better to have quality and success than a large number of over-enthusiastic kids and little success. See also the acceptance and rejection sample letters in the appendix.

Once the students have been selected, it is important to gain a commitment from each of them. Some advisors have used a contract between the student and the facilitator and involve the parents by their acknowledging consent with signatures. See the sample in the appendix.

2. Getting Started...Who Should Be In The Class

Because all interested in the program do not make effective peer counselors, it is imperative that the trainer have the final responsibility in selecting students for the class. There are two reasons for this: 1. public apprehension is reduced regarding inappropriate behaviors by peer counselors if they are chosen by responsible trainers, and 2. ultimate responsibility for peer counselors rests solely with the trainer. Effectiveness of the program depends on well trained and well selected participants. Trainer, peer, self, and faculty evaluations of students are methods to be used in the selection process. See the forms section for sample applications to be used.

3. Training Philosophy

Training includes activities which sensitize the peer counselors to the needs of the students who are at risk in the middle school. Basically, the training is concerned with teaching the skills of relating, listening, responding, and decision-making. The process of training peer counselors is based on some assumptions about human beings and the ways in which people tend to cope with the challenges of life. It also focuses on a set of interpersonal skills which are used to help others through tough times, and it encourages individuals to set goals and to take responsibility for their actions. Activities may range from understanding group dynamics to studying various subjects such as depression, suicide, eating disorders and other subjects on a need basis.

4. Liability and Training

When peer counselors receive training for helping their fellow students, the school district incurs liability. This liability extends to three areas: training and instruction, communications to students/parents regarding the function of the class, and response of the school district to inappropriate student action. The potential for liability existing is greatly diminished when staff members are aware that students in the peer counseling class are being trained simply to provide support and to refer students to staff members (professionals who can "cure") when there is a serious problem. Students need to be reminded that they are "friendly helpers" whose primary goal is to "care" about their peers, not to "cure" them, and to refer when appropriate. Training must include recognizing problems that should be referred and what resources exist that can meet those problems. Communications to parents should always note that peer counselors are trained to "make referrals to staff members in the event counseling or advising is needed" and typically are involved in befriending their peers who are lonely, shy or discouraged.

The school district has the responsibility of carefully instructing and training the members in their roles as peer counselors, to express the limited function to students and parents, and to take appropriate action to correct any misunderstandings or inappropriate action by Peer Counselors.

5. Course Outline - 1st Nine Weeks

I. INTRODUCTION

A. What is a Peer Facilitator
   1. Characteristics
   2. Roles

B. The need for peer helpers
   1. Growing up in the 80's - today's youth - changing society
   2. Dynamics of peer influence
   3. An extension of guidance

C. History of Peer Facilitator Programs

D. Goals of the Class
   1. Benefits
   2. Expectations
   3. Pitfalls to avoid

II. DEVELOPING SELF-WORTH AND CONFIDENCE

A. Understanding basic needs and human behavior
B. Self-awareness and esteem - taking inventory of self

III. HELPING CHARACTERISTICS

A. Caring and Accepting
B. Understanding and Trustworthiness (confidentiality)
C. Genuiness and Warmth

IV. LISTENING SKILLS

- A. Non-Verbal communication
- B. The difference between hearing and listening
  1. Attentiveness
  2. Listening for feelings

V. COMMUNICATION SKILLS

- A. Cultivating conversation
  1. Asking open ended questions
  2. Clarifying and summarizing
- B. Giving helpful feedback and responses
  1. Demonstrate understanding
  2. Complementing and confronting
  3. The use of self-disclosure

VI. COPING SKILLS

- A. Responsible decision-making
  1. Clarifying issues exploring all alternatives/consequences, etc.
  2. Seeking good advice, taking action, evaluating results
- B. Problem solving strategies

VII. RELATIONSHIP SKILLS

- A. Initiating
- B. Understanding levels of friendship
- C. Termination

VIII. LEADERSHIP SKILLS

- A. Assertiveness and positive peer pressure
- B. Taking on responsibility
- C. Carrying out a task to completion
- D. Dependability and resourcefulness
- E. Use of common sense

IX. REVIEW - MID TERM EXAM

2nd Nine Weeks

X. PRACTICAL APPLICATION - SUPERVISED EXPERIENCES AND SPECIAL PROJECTS

- A. Tutoring - 6th and 7th grades
- B. One-on-one helping for special students
- C. Leading small group
  1. Study skills
  2. Attendance problems
  3. Impact
- D. Hosting a peer facilitator workshop for other middle schools

E. Being a conflict manager
F. Planning and carrying out a parent group night
G. Orientation for new students (incoming class - 2nd semester)
H. Meeters and Greeters
I. Teacher Assistant in IMPACT
J. Career Project - related to helping professions
K. Test Buster Pep Rally (Assembly)

6. Orientation

Before beginning the actual training of the peer counselors, it is wise to spend some time building rapport, trust and provide the students a clear view of the purpose of the class. These sessions will enable you to get organized and to make the best use of training; the number of sessions depends on the level of the students, how quickly trust is built within the class and other demands placed on the advisor.

This is also time to discuss the nuts and bolts of the program...what will happen in the class, the training, confidentiality, how grades are derived, the journal, outside reading assignments, etc. The text Becoming a Friendly Helper is one suggested resource; another is Children Helping Children. When you are ready to begin the skills training, assign the beginning pages of the book to help set the stage for the next class.

7. Organization of the Training Sessions

Myrick and Bowman's Becoming a Friendly Helper suggests a twenty session series of communication skills. These topics include the following:

Friendly Helpers

Helping Characteristics

Skills for Listening

More Listening Skills

Looking at Responding

Asking Open Questions

Clarifying and Summarizing

Feeling-Focused Responses

Looking at the Helping Process

Preparing for Beginning Projects

Problems, Problems, Problems

The Problem Solving Model

Reviewing the Model

The Feedback Model

Complementing and Confronting

Your Self Image

Looking at Yourself

Putting it all Together

Four Roles and Some Helping Moments

Getting Ready to Help Others

Whether or not the text is used, these are the beginning skills that will need to be covered before students are equipped to be adequate helpers.

8. Confidentiality Guidelines

The topic of confidentiality should be introduced in first session of the training and referred to in other sessions when leaders can illustrate its meaning with examples from the session experience. Using information shared in the introduction of names is a very effective example to use because most people think nicknames or family items are harmless bits of information to share with another.

The basic concepts students should learn are:

a. Personal information shared or learned through group discussion is not theirs to pass on to anyone else, unless they are given permission by the person to do so.

b. No one will be an effective counselor if he or she cannot be trusted with personal information.

c. Using themselves as examples, how would they feel if others talked about them? What kinds of information would they not want shared?

d. The training cannot proceed unless trust among group members is established. During some of the sessions, students will be sharing some actual personal problems. This will not be possible if each person does not trust each other person in the group.

e. It may seem natural in one's enthusiasm regarding training to want to share with family members and friends. This is when one is most vulnerable to break confidences. Activities can be shared; skills can be shared. Content cannot be shared.

f. Unfortunately, at times a student may experience a lack of the kind of confidentiality that is practiced by adults. These may be adults they feel they should be able to trust. If this happens, it should be

called to the adult's attention. However, this does not release peer counselors from maintaining confidentiality.

9. Referral Sources

Peer Counselors are legal minors. They are also still emotionally and psychologically immature. Many have a very good sense of judgment. Many are very eager to help others. However, caution is needed. The purpose of reviewing and putting into each person's hands reliable school and community resource information is an important dimension of the peer counseling training.

Introducing referral resources, leaders should cover the following:

a. The kinds of problems which are inappropriate for peer counselors. We include severe psychological disturbances; drug addiction; child abuse; venereal disease; pregnancies. In explaining why these are inappropriate explain that we are attempting to protect peer counselors from hurting another in ways which are severe in consequence and which are complicated with respect to the law. If this should happen, peer counselors would be hurt, as well as the program.

b. Explain how peer counselors can be helpful when such problems are revealed, or suspected. They can help by giving needed information to the troubled student to seek professional help; or by alerting an adult to the possibilities of the problem.

c. Review the clues one would look for to determine if the problem is beyond the scope of the work of a peer counselor.

d. Clearly define the first person to whom the peer counselor should turn if they believe either a classmate or a peer counselee needs an adult person to help.

e. Usually we offer the peer counselor leader as a first resource; then the school counselor or some responsible adult within the school community.

f. If wanting to use a referral from a community agency, we suggest the following:

   1. To provide the name and phone number of a person for the troubled student to contact.

   2. We urge peer counselors <u>not</u> make the phone call for them.

   3. We stress that part of the process of being helped is to exercise some initiative on one's own.

   4. We suggest that peer counselors keep the list of resources readily available.

10. Group Process

Sample Ground Rules for Peer Counselors

a. Help get chairs in circle.

b. Straighten out chairs at end of each period.

c. Only one person talks at a time.

d. No put-downs permitted.

e. Adhere to school rules.

f. Bring yourself to the circle and nothing else.

g. Everyone gets a turn to share, including the leaders.

h. You can skip your turn if you wish.

i. Listen to the person who is sharing.

j. The time is shared equally.

k. Stay in your own space do not invade the physical space of other class members.

l. There are no interruptions, probing, put-downs, or gossip.

m. Be real.

n. Remember confidentiality.

11. Ideas for Activities/Projects

a. INDIVIDUAL ACTIVITY/PROJECT IDEAS

1. A welcoming committee to new students.
2. An instant friend to exchange students.
3. A special "person" to handicapped students.
4. A shoulder to those who suffer loss.
5. A helper to those who need help.
6. Adopt-a-student to those who have no friends.
7. Orientation for incoming elementary students.
8. Name tags for all peer facilitators (these may act as hall passes).
9. Family Sculptures (using students to represent closeness of family members).
10. Keep a daily "journal."
11. Birthday celebrations (make up a poem or sincere compliment or homemade gift).
12. A one-to-one listener.

b. GROUP PROJECTS/ACTIVITIES

1. Peer facilitator awareness week.
2. Visits to jails, hospitals, old folks home, etc.
3. Event sponsors:
   -a positive day
   -an IALAC, IALAR, OR IALAS day (use 6, 7 and 8 grade IMPACT books)
   -a caring day
   -a (teacher, parent, etc.) appreciation day
   -a parent night (bring food, games, etc.)
   -gym lock-in (countywide, two schools, or just one school)
   -parent day (visit classrooms)

c. UNITY BUILDING

1. Monthly, bi-monthly, or quarterly evening meetings
   -in homes (group only)
   -fun nights
   -invite "special" students
   -invite a group or organization you wish to recognize, reward
   -volleyball night
   -Christmas party
   -End of the year pizza party
2. Adopt-a-grandparent
3. Ident-a-kid program

12. Lock-In Description

A lock-in is an intensive experience designed to help students work through the layers of masks that we normally wear to get at the real feelings which lay hidden underneath. This can be accomplished in a short period of time when students are exposed to structured experiences that focus on building intimacy within the group along with a lack of sleep! Rough edges can be worn off and closeness achieved that normally would take months to achieve. Lock-ins are a wonderful experience that can be done for varying reasons throughout the year.

Purpose of a Lock-In held during the Fall: To build cohersion in the group in an environment different than the typical classroom setting.

Purpose of a Lock-In held during the Winter: To build deeper, smoother interpersonal relationships with other peer counselors.

Purpose of a Lock-In held during the Spring: To solidify personal relationships and to increase understanding of self and others.

a. Outline of a "Lock-In"

Where: Gym

How Long: 12 hours (7:00 p.m. - 7:00 a.m.)

When: Friday night

Student Responsibilities: Pillow, sleeping bag, snacks, games, and money if desired for food.

Teacher Responsibilities: Permissions slips, notification of event to police, available phone, chaperones (instructors of course, former Peer Facilitators, "selected" teachers, counselors), volleyball, basketball equipment, etc., and video camera.

b. Possible Schedule for a Lock-In

It is suggested that the more serious activities be interspersed with active ones, such as volleyball or playing with a parachute in a variety of ways. Breaking up the monotony of "head games" with physical ones will maintain momentum and increase participation with less resistance.

SAMPLE LOCK-IN AGENDA

I. INTRODUCTION AND PRELIMINARY PROCEDURES

II. ICE BREAKERS

- A. Boundary Breakers
- B. Who's Who?
- C. Twenty Things I Love To Do

III. GETTING TO KNOW MYSELF

- A. My Declaration of Self-Esteem
- B. How To Keep Friends
- C. I See Myself
- D. I Am Unique
- E. Family Sculptures
- F. Animal Fantasy
- G. Getting To Know Me
- H. Millionaire
- I. Mirror
- J. Commercial
- K. I Have A Dream
- L. "I Am Unique Because..."

IV. GETTING TO KNOW OTHERS

- A. Center Talk
- B. The Trouble With Boys...Girls
- C. Blind Walk
- D. Pair Up
- E. Artist and Blob
- F. $1000 To Give Away
- G. Sub-Cultures Or Groups Within The School

V. COMMUNICATING WITH OTHERS

- A. Headtrip Labels
- B. Liars' Game
- C. Helping Others
- D. Purse and Wallet

IV. TRAINING UNITS

TRAINING UNIT #1

INTRODUCTION TO PEER COUNSELING

OBJECTIVES:

1. Review purpose of training course.
2. Begin to develop cohesive group.
3. Demonstrate observation; introduce concept.
4. Introduce Confidentiality.

SESSION 1: "LEARNING TO BE SOCIALLY CONFIDENT"

REVIEW CONTENT OF COURSE

Although most students will have heard about the peer counseling program, it is well to give a brief overview of what will happen in the course. Discuss training, grades, journaling, confidentiality, and format of the class.

INTRODUCTION OF MEMBERS OF GROUP

A particular method is used to introduce one another to the group. Asked to give their full name, including middle names if they have them. Have each talk about their names; how they feel about them, any nicknames; where they got them, if they know; any funny stories associated with their names. The reason for doing this, they should be told, is so that each person can begin practicing getting to know each of the members of this training group. By talking about one's name it helps others to remember their names and to feel more acquainted.

The leader should always go first, modeling different things that could be said about a name. When finished, tell the group what they should call you, i.e., by first name, Mr., Mrs., etc. Sometimes young people are confused as to what to call their adult leaders.

A typical example of what a student might say is the following:

> "My name is Michael James Burke. I was named after my uncle. I like the association with him. He is a big, honest, tough, and generous man. My name is Irish, which I've always enjoyed mainly because my father was always very proud of being Irish. I like to be called Mike. I had a nickname in college...several of my friends called me Pancho. Michael is too formal and kind of sad to me. Mike is a plain name, but as I've gotten older I've accepted it as mine and am really quite happy about it."

When a person has done this, ask one or two to volunteer going around saying each one's name.

Importance of this Activity to Leader and Group

A leader must get to know the group fairly quickly. This activity provides information about names, what each person wants to be called, some background information and usually something about potential needs of members of the group. It also starts building cohesiveness. Each person has had to speak in front of the group, which makes them feel more comfortable with one another. Each person has learned something about others. They are beginning to feel "related" to one another.

Introduction of Confidentiality

Each person has shared something about him or herself. This is a good opportunity to talk about confidentiality. Stress that peer counseling will never succeed if peer counselors can't be trusted or keep a confidence. This means that anything that is shared of a personal nature with another is not theirs to give away in gossiping or idly talking with others. Perhaps someone has shared a nickname which embarrasses them. Use this as an example, pointing out that no matter how innocent it may seem, members of the group should not talk about that nickname to anyone outside that group, unless the person who shared it gives permission.

For further directions on introducing confidentiality, see Appendix I.

SOME THOUGHTS ON GRADING POLICY

Be clear in your mind what it is you are trying to teach in this course! Then you will be better able to measure how well each student measured up to your goals. Some tools that can be used to arrive at a grade include the following:

1. Journal - These are to be written in on a daily basis and turned in for examination by the trainer every two weeks or so. (See the Journaling handout in the Appendix for details.) Begin by giving good grades for simply doing the journal, and as students become more sophisticated, you can become more demanding that it is done properly - that is, that it is not a record of events, but a process account of what the student's feelings were about the events.

2. Class Participation - This is a subjective evaluation of how involved each student is in the process of training and how enthusiastically they responded to the various class experiences and activities.

3. Quality of Skill Acquisition - Determine what skills are needed for the programs/activities you plan for the students to be involved with after the training is completed, and evaluate how well they learned what you taught to prepare them for projects.

Many schools offer S/U grading for electives; you might want to consider this to get away from the "regular" method of evaluation.

INTRODUCTION TO PEER COUNSELING

SESSION 2: "INTRODUCING THE ROLE OF OBSERVER"

Following the introduction of names and the discussion on confidentiality, the leader should introduce observing (see appendix II). The introduction should include the reason for learning this skill; how it is helpful to one's work as a peer counselor; and the method for doing it. The leader follows this with examples by making observations on each member, if possible, as they had talked about their names. Explain this is an example of what each of them will be doing in subsequent sessions.

TALKING TO ANOTHER TO GET ACQUAINTED

Ask each person in the group to pair off with another person, particularly trying to choose someone they do not know, or one who they know the least. When they have done this, explain that they are going to be given ten minutes to get to know one another. You will call them back into the group at the end of the ten minutes.

Even though this may be painful or difficult for some, stick to the ten minute period. If some are just wandering around, or not saying anything to his or her partner, this is subject matter of observation. This is the entire learning activity. When the ten minutes is over, call the group back together in a circle.

The following questions can be used for "debriefing" this activity. The points you want to bring out in this discussion are summarized following the questions. Some of these questions have been labeled "necessary." This means we feel all leaders should use these questions.

DEBRIEFING

Necessary Transition Questions

1. How did you feel when I said to choose someone you did not know?
2. How did you choose your partner?
3. What were the reasons why you chose who you did?
4. What fears did you have in finding a partner for this exercise?

Examining the Experience

1. What opening topics or questions did you use to get started?
2. How successful were they?
3. What common interests did you attempt to explore with one another?
4. Did either partner feel nervous?
5. What clues did you get to any nervousness?
6. What did either of the members of the pair do to help the other relax, if one sensed nervousness?
7. What was the balance in sharing the conversation? Did one person tend to dominate?

   If so, why did you think this happened?
   Was it a shared conversation, or an interrogation?

8. If silences occurred, how did you feel, or how did you handle these?
9. How did your partner communicate any interest in you? How were you aware of any interest in you on the part of your partner?
10. What kinds of questions seemed to lead to a closer relationship between the two of you? Which particular questions helped you to feel you were getting better acquainted with your partner at a deeper level?

POINTS TO BE MADE DURING THE QUESTIONS AND DISCUSSION PERIOD

1. The questions concerning choosing a partner are important because they allow individuals to share a common experience, i.e, choosing someone to participate with them on a personal level. Nervousness is a frequent feeling when asked to do this because some are afraid another will not want to talk with them; afraid of reaction from another when they approach them; fear of being the last to be chosen. This type of sharing, in debriefing feelings in having to do this, produces a release of fears in sharing in the group. Many begin to realize they are not unique; others have the same fears.
2. Ways in which people can convey interest in another, such as including the type of questions asked; picking up on something a person said; continuing to ask more and more in-depth questions on the subject; facial, tone of voice and body posture interest in the subject.
3. Behaviors people adopt when nervous; how these are sometimes misunderstood. How one can help another if one feels another is nervous. Example of openly admitting to one's nervousness may be a most effective method for most people.
4. Irrespective of the behavior, the most important content to communicate in a conversation is warmth and interest in the other person. Each person

probably has his/her own method of saying this to another. Even though one learns specific skills in starting conversations, if the genuine interest and warmth is not there, it will not establish the trust which is needed if counseling is eventually to be part of this relationship.

Students may have made other points, or shared different reactions. If students have a very hard time going through this exercise or seem limited in their understanding of how to start conversations, the leader is referred to Appendix III which contains suggestions for starting conversations. These could be reviewed by the leaders with their group.

HOMEWORK ASSIGNMENTS:

Ask each person to attempt to approach a stranger during the next week to start a conversation and to report back next week on what happened. This could be a student in the lunch room, a grocery clerk, a bus driver, etc.

NOTES TO LEADERS

1. If students seem very shy or very brief in talking about their names, ask leading questions such as: Do you know where you got your name? Do you have a middle name? Have you ever asked your parents why they named you this? What names do your brothers and sisters have?

2. If students seem very reluctant choosing partners, attempting to fool around; or if they cut the conversation very short, perhaps these ideas might help.

   a) Help a reluctant student to find a partner. Move in to match partners with partners.
   b) Let students who finish their conversations early do whatever they choose until you are ready to gather the group for debriefing.
   c) Review with the whole group the guidelines for starting conversations (Appendix III) and then repeat the activity.

3. To help you really think through the purpose and direction of this session, ask yourself the following questions and answer either in writing, or in thought, each question:

   a. What is hard for me as an adult to start conversations with strangers?

   b. What habits do I have which reveal my nervousness?

   c. If I am uncomfortable with silences, why? How do I handle this?

   d. Are there certain types of people or age groups that are hard for me to converse with?

   e. What do I need to do to improve my confidence in social situations?

NOTE: THIS INTRODUCTION SECTION CAN BE CONTINUED FOR AS LONG AS IT TAKES TO DEVELOP GROUP COHESIVENESS BY SELECTING ACTIVITIES FROM THE ICEBREAKER SECTION. WHEN THE GROUP HAS DEVELOPED SOME TEAM SPIRIT, THEN BEGIN THE TRAINING, USING ONE OF THE SUGGESTED TEXTS TO TEACH COMMUNICATION SKILLS AND ABOUT THE HELPING RELATIONSHIP.

TRAINING UNIT #2

COMMUNICATION SKILLS

TOPIC: Communication Skills

SPECIFIC OBJECTIVES:
- Students will learn to listen to the feelings of others.
- Students will learn to identify feelings as differentiated from thoughts.
- Students will practice active listening.
- Students will learn to observe nonverbal behaviors that reveal feelings.
- Students will learn to respond helpfully to the expression of feelings.
- Students will review the concept of the "Critical Parent."
- Students will learn to listen to others with empathy.

SESSION 1

Materials:
- "Communication Introduction Worksheet"
- "Feelings Worksheet"
- "Feelings Worksheet Answers" (Teacher Copy)
- "Thoughts or Feelings Worksheet"
- "Thoughts or Feelings Answer Sheet" (Teacher Copy)

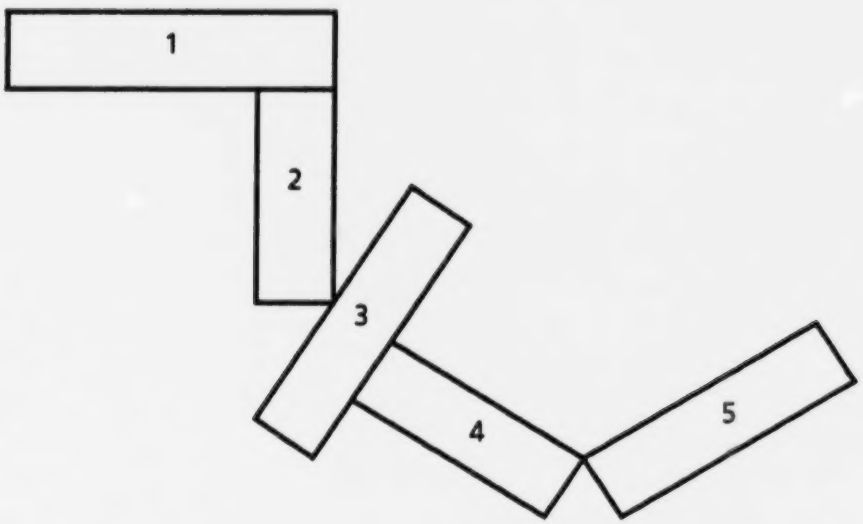
Procedure:
1. Divide class into two teams, labeling them Team I and Team II.
2. Distribute to each team member a 3"x5" card with a design on it, copied from "Communication Introduction Worksheet." Team I will have a different design from Team II. Neither group is to show the other its design.
3. Distribute to each team member a blank sheet of paper.
4. Direct students on each team to count off and pair off with students with the same numbers.
5. Direct each pair to move chairs so they are seated back to back.
6. Instruct Team I members to use only oral communication to describe their designs to Team II members who are to try to reproduce the designs on the blank sheets of paper.
7. Tell Team II members that they may ask questions which Team I members are to answer.
8. Ask pairs to repeat the activity with Team II members doing the oral description of their designs and Team I members trying to reproduce them.
9. Lead discussion on the difficulties the students had in trying to communicate verbally; generalizing on the difficulties people may sometimes have in communicating with one another.
10. Introduce subject of feelings and the importance of recognizing feelings when listening to someone speak.
11. Ask students to take turns in expressing feelings they have experienced since the last class session as well as their present feelings.
12. Listen to class responses and calls attention to feeling words, differentiating them from words that express thoughts.

13. Call attention when it is obvious that speaker is using body language as well as words.
14. Distribute "Feelings Worksheet."
15. Ask students to read over worksheet.
16. Answer student questions, and explains material on worksheet, including the distinction between thoughts and feelings.
17. Direct students to fill in blanks on worksheet.
18. Ask students to share their responses on worksheets with the class.
19. Distribute "Thoughts or Feelings Worksheet."
20. Go over directions with class.
21. Ask students to complete the worksheet.
22. Lead discussion on answers.

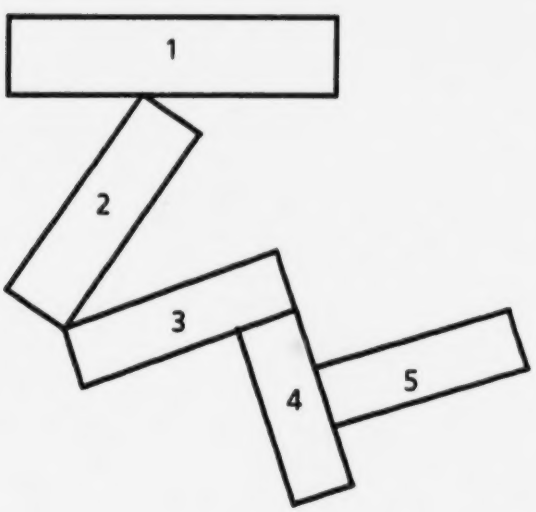
COMMUNICATION INTRODUCTION WORKSHEET

(Session 1)

Team I



Team II



"FEELINGS" - STUDENT WORKSHEET (Session 1)

Situation - Events, settings, times, places, and people that make up an experience

Examples: Someone I like just asked me to go to a party.

My parents told me they are planning to get a divorce.

•Make up two additional situations and list them.

Symptom - Responses or behaviors that are non-verbal reactions to a situation

Examples: You smile; you cry; your heart beats fast.

•List two other physical symptoms.

Thought - Product of the mind, opinions, or beliefs

Examples: I knew he was right.

Breaking off with my girlfriend was smarter than getting involved.

•Write two statements you believe contain thoughts.

Feeling - Emotional reaction that can be described with words like happy, sad, excited, and so on.

Can you think of other feelings? Make a list below:

FEELINGS WORKSHEET (cont'd. Session 1)

Sources - Our feelings are in response to something we experience. We do not just suddenly have a feeling. Feelings have sources which are the concerns, situations, or persons that have caused us to have the feelings. Sources are similar to situations.

This example shows the situation, the symptom, the feeling, and the source.

Situation: His girlfriend just called to tell him she'd go steady with him.

Symptom(s): He smiles.

Feeling(s): He is happy.

Source: His girlfriend's telephone call.

1. Situation: My closest friend told me his family was moving to Michigan. We would probably never see each other again. I felt so sad that I could hardly speak, and tears came into my eyes.

   Symptom(s):

   Feeling(s):

   Source:

2. Situation: My father told me last night that we were going to visit my favorite aunt in New York. What a wonderful vacation! I jumped up and down with happiness, and I was so excited that I had a hard time getting to sleep.

   Symptom(s):

   Feeling(s):

   Source:

3. Situation: My kid brother got into my room yesterday and read a letter from a friend of mine. There were things in that letter I didn't want anyone else to know. He threatened to tell my parents unless I did his chores for a week. Then he laughed at me because my face got all red. I was so mad, I felt like killing him.

   Symptom(s):

   Feeling(s):

   Source:

"FEELINGS" WORKSHEET ANSWERS (Session 1)
(Teacher Copy)

1. Symptom(s): tears, couldn't speak
   Feeling(s): sadness
   Source: being told I'd probably never see my friend again

2. Symptom(s): jumped up and down, couldn't sleep
   Feeling(s): happiness, excitement
   Source: my father's news that we were going to New York

3. Symptom(s): red face
   Feeling(s): anger, fear
   Source: brother invading room, knowing secrets, teasing, threatening

THOUGHTS OR FEELINGS - STUDENT WORKSHEET (Session 1)

Please mark each statement below as a thought (T) or feeling (F). Where you indicate a feeling, underline the specific feeling words expressed directly by the speaker:

_____ 1. He'll never ask me to go steady with him.

_____ 2. I'm scared of failing my algebra class.

_____ 3. We shopped for clothes all day yesterday.

_____ 4. I enjoyed shopping with my friends yesterday.

_____ 5. I've decided not to see her again.

_____ 6. I'm so disappointed that we're breaking up.

_____ 7. I get so angry at my mother for always putting me down.

_____ 8. I really care about him.

_____ 9. That class is really a waste of time.

_____ 10. I really hate that class.

THOUGHTS OR FEELINGS ANSWER SHEET (Session 1)
(Teacher Copy)

1. T
2. F - scared
3. T
4. F - enjoyed
5. T
6. F - disappointed
7. F - angry
8. F - care about
9. T
10. F - hate

COMMUNICATION SKILLS

SESSION 2

Materials:
- "Feeling Words"
- "Ranking of Feelings Worksheet"
- "Ranking of Feelings Questions"
- "Ranking of Feelings Answers" (Teacher Copy)

Procedure:
1. Distribute "Feeling Words" worksheet.
2. Ask students to list feeling words on worksheet.
3. Divide class up into groups of five or six students.
4. Ask each group to assign a recorder, reminding them that they should assign someone who has not done it before.
5. Request students to give lists of feelings to the recorder making a master list.
6. Instruct groups to decide which feeling words are positive and which are negative, and to have recorder indicate positive words with a plus, and negative words with a minus.
7. Reassemble class and asks recorders to report lists to the class as a whole.
8. Ask students to place their own word lists in their journals.
9. Lead discussion on what students have thus far learned about listening for feelings.
10. Distribute "Ranking of Feelings Worksheet," "Ranking of Feelings Questions," and "Ranking of Feelings--Role-Playing Situations" (Teacher Copy).
11. Ask students to read aloud from worksheet and stops to explain material when necessary.
12. Direct students to read each paragraph in "Ranking of Feelings Questions" and indicate in writing if it is Feeling Rank 1, 2, or 3.
13. Discuss with class the differences in paragraphs, and reasons for ranking.
14. Explain to class that recognizing feelings is important before students can become active listeners.

FEELING WORDS (Session 2)

Make a list below of as many feeling words as you can:

(+ or-)

RANKING OF FEELINGS WORKSHEET (Session 2)

Ranking of Feelings:

Rank 1 - The speaker does not admit feelings by:

Avoiding discussion of them.
Making them seem unimportant.
Denying that they are there.

Example: My girlfriend and I broke up last week. We'd been going together for almost six months. She met some college guy. But I really don't care. I won't let it bother me.

The speaker denies having feelings about the break-up. He says, "I really don't care." He detaches himself from his feelings even further by saying, "I won't let it bother me," as though he can shut off his feeling, like shutting off a water tap.

Rank 2 - The speaker only partially expresses feelings by:

Being vague.
Telling of them in the past or future.
Expressing himself or herself in terms of thoughts rather than in terms of feelings.
Stating them without connecting them to a source.

Example: I was upset last week about my girlfriend's dropping me. We'd been pretty close for almost six months, and then she started seeing this college guy. Even though it hurt at the time I suppose it's better than staying with someone who's dating another guy.

The speaker describes his or her feelings as vaguely "upset," distances himself by expressing his feelings in the past ("was upset" and "even thought it hurt at the time,") and then gets away from feelings into thoughts ("breaking up is better than staying with someone who's dating another guy").

Rank 3 - The speaker accepts and takes responsibility for feelings by:

Identifying present feelings clearly and honestly.
Expressing the degree of feelings.
Naming the source of the feelings.

Example: I am really depressed about my girlfriend's breaking up with me last week. It hurts a lot. She dropped me for some guy in college. I'm really angry at her for deserting me that way.

The speaker clearly identifies his present feelings, expresses the feelings as "depressed, angry." He also mentions the source of his feelings ("My girlfriend's breaking up with me" and "deserting me that way").

RANKING OF FEELINGS QUESTIONS (Session 2)

For each of the following statements, indicate the feeling ranking you would give it.

Remember:

Rank 1 - Denial of feeling, making feelings seem unimportant.

Rank 2 - Vagueness, telling of feelings in past or future rather than in the here and now, substituting thoughts for feelings.

Rank 3 - Clear and honest about present feelings expressing degree of feelings, naming the source of the feelings.

_____ Yesterday I was really upset. My mother wanted me to do my sister's chores. I got really mad at her for a while, so I walked out and went to the movies with my friends. I had a good time. So when she grounded me for a week, I figured it was worth it.

_____ I really showed my mother yesterday. She got after me to do the chores my sister was supposed to do. Well, I didn't do them. I just walked out and went to the movies with my friends. She grounded me for a week. I don't think that's fair, but the week will be over soon.

_____ I'm feeling terribly hurt today about my mother's grounding me. I'm still angry at her for unfairly blaming me for not doing chores my sister was supposed to do. I get a twinge of jealousy, too, that she treats me differently from the way she treats my sister.

RANKING OF FEELINGS ANSWERS (Session 2)
(Teacher Copy)

A. Rank 2

B. Rank 1

C. Rank 3

RANKING OF FEELINGS--ROLE-PLAYING SITUATIONS
(Teacher Copy)

In the following situations ask three students to play the role of Jane whose best friend, Marta, has been secretly dating Jane's boyfriend. Give each student one of the following ways for Jane to express her feelings to a peer counseling student:

Note: Names can be changed if the student taking the role is the opposite sex from that indicated.

I. After I found out, I went to Marta and told her I knew she was seeing Bob. She told me she wasn't seeing Bob; that they were just good friends. I know she was lying.

II. I am so hurt at Marta and Bob that I can hardly speak. I trusted them both and now I feel betrayed.

III. I got really mad at Marta and Bob when I found out. After a while I thought I was just as well rid of them both.

For each of the above role-playing situations, ask students to indicate the feeling ranking they would give it.

Remember:

Rank 1 - Denial of feeling, making feelings seem unimportant.

Rank 2 - Vagueness, telling of feelings in past or future rather than in the here and now, substituting thoughts for feelings.

Rank 3 - Clear and honest about present feelings expressing degree of feelings, naming the source of the feelings.

Answers:

I. Rank 1

II. Rank 3

III. Rank 2

COMMUNICATION SKILLS

SESSION 3

Materials:

- "Nonverbal Messages" (Instructions to Teacher)
- "Communication Skills Worksheet"
- "Listening Script #1"
- "Listening Script #2"
- "Listening Scripts Discussion Questions" (Teacher Copy)
- "Ranking of Responses to Feelings Worksheet"
- "Ranking of Responses to Feelings Answer Sheet" (Teacher Copy)
- "Ranking of Feelings Role-Playing Situations" (Teacher Copy)

Procedure:

1. Lead activity, using "Nonverbal Messages." (Instructions to Teacher)
2. Review with class material on 'critical parent' from previous unit.
3. Distribute "Communication Skills Worksheet."
4. Call on individual students to read worksheet aloud and discusses each item.
5. Distribute "Listening Script #1" and "Listening Script #2."
6. Ask volunteers to act out parts in "Listening Script #1."
7. Urge the rest of the class to listen and watch carefully.
8. Use "Listening Scripts Discussion Questions," (Teacher Copy), to help class members describe what they heard during "Listening Script #1."
9. Repeat last activity using Listening Script #2."
10. Distribute "Ranking Responses to Feelings Worksheet" and goes over directions with students.
11. Ask students to rank each listener's response and explain the ranking.
12. Lead class discussion on answers on worksheet.

NONVERBAL MESSAGES (Session 3)
(Instructions to Teacher)

1. Set up small groups, including a Recorder, and give the group members the following instructions:

   Be silent for ten minutes and watch the other members of your group carefully. Watch group members'

posture	placement of arms and legs
eyes	mouth
hands and feet	facial expression

   Ask students to respond to the following:

   What nonverbal messages are other members sending?

   Try to recognize any feelings you are experiencing through the nonverbal messages you are sending.

   Share with the group the messages they have noticed. Recorder makes a list.

2. Reassemble class and ask Recorder to share results with the class.

3. Call on students to act out the following nonverbal messages for the class:

Be quiet!	Come on over here and sit down.
What did you say?	It's too warm in here.
That was a dumb thing to do.	It's too cold.

4. Call on students to give nonverbal messages to show the following feelings, and ask the rest of the class to guess what feelings are being acted out.

nervousness	boredom
anger	sadness
happiness	fear

   Ask students to contribute other examples.

5. Give students the following scenario:

   You are the only passenger on a European freighter. The officers and crew cannot speak English and you cannot speak their language, but you want to communicate the following:

   I will not be eating dinner tonight.
   I need more soap.
   I would like to know when I will arrive at my destination.
   I wish to go up to the upper deck to watch the ship dock.

NONVERBAL MESSAGES (cont'd. Session 3)
(Instructions to Teacher)

6. Continue with the scenario:

   You have arrived in a European port. You cannot speak that language and no one speaks English. You want to communicate the following:

   I want to find a taxi.
   I want to find a place to eat lunch.
   I need to find a hotel.
   I want to find a place to listen to music.

7. Lead a class discussion using the following questions:

   Were all of the messages easy to portray? Easy to recognize?

   Which were the most difficult?

   Can students see how body language might be misleading?

   What did students learn about communication without words?

COMMUNICATION SKILLS WORKSHEET (Session 3)

I. Introduction

A. Why are we learning about listening for feelings? One of the first steps in learning to help others is to help them to clear up and explore their feelings. If students seek help, it is probably because they have problems and are experiencing some bad feelings about them. Helping them to understand those feelings and how they are connected to their problems will eventually improve their decision-making, and will in turn make them feel better.

There is another important reason for learning to listen for feelings. Listeners cannot begin to help others deal with their feelings if they do not know they are experiencing them, or even deny having feelings at all. One of the first tasks as a listener is to help the speaker to recognize and then accept his or her own feelings. Listeners can use what they have learned about ranking feelings to sense how well others are accepting their own feelings.

B. Active Listening is not a simple technique and using it does not mean you act like a parrot. You do not just repeat the speaker's words, but you listen carefully and, when necessary, check the meaning of a message with the person. Active listening requires skill and certain attitudes to be effective. The listener must want to listen, must be "real," must be able to accept others' feelings, and must trust that others can solve their own problems.

II. Elements of Communication

A. Communication involves more than just words. It includes the following:

1. BODY - Whenever we say words, our face, voice, body, breathing, and muscles talk, too. When we say one thing with our words and another with our body (how we really feel inside), we are giving double-level messages. People who give double-level messages are not aware they are giving two messages. It is easy to fall into this trap when people doubt themselves. They hide how they truly feel because they want more than anything for others to like them. The problem with this type of communication unfortunately, is that the opposite is usually the result. Double-level messages are not clear and they are confusing. Rather than creating closeness, they create distance between people. What they communicate, more than anything, is that the person does not have a very positive self-image.

2. ABILITY TO TALK - Your voice can help or hinder other people's understanding of the meaning of your words. In general, most people are not aware of how they really sound. Whether we realize it or not, almost everyone notices and reacts to voice quality. Think about how you have felt in the following situations:

   a. Someone says, "I'm not angry," and yet you can hear the anger in that person's voice.

   b. The person yells so loudly that you never hear the words because you are so aware of the loud sounds and the feelings behind the words.

   c. The person talks so softly that you can barely hear what is being said.

   d. You meet an acquaintance who says, "How wonderful to see you," but looks at his or her watch and starts to move away.

3. SENSE ORGANS (eyes, ears, nose, mouth, skin) - We seldom know how we look or sound, or how our touch feels to someone else. There are other ways we communicate with our sense organs. For example, making eye contact with someone with whom we are speaking is essential in effective communication.

4. BRAIN (storehouse of knowledge and experience) - Our values, experiences, and knowledge influence how we communicate with one another. The ought's and should's we have learned in order to survive have an impact. When we make judgments about others based on our own values, we disrupt communication. How we relate to others based upon what we expect them to do or say also influences how we communicate. What we have learned from past experiences, what we have read, and what we have been taught--all affect our ability to communicate effectively with one another.

   What we tell ourselves, based on our values, experiences, and knowledge, influences how we feel abut ourselves and others before one word is ever spoken. If we look at someone with the thoughts of yesterday, we neglect the here and now, the present. If we pin a label on someone, we see the label and do not really see the person. We only have guesses about one another. Unless our guesses are checked out, we assume they are facts, which leads to problems in our communication and relationships.

III. Accepting Feelings

A. Accepting one's feelings is the extent to which a person:

   1. recognizes and expresses verbally his or her immediate feelings.

   2. describes where those feelings come from (source).

   3. accepts ownership and responsibility for those feelings.

Hiding feelings from others takes a kind of skill that most of us really do not have. We think we are safely hidden, but in reality we are not. Our true feelings show somewhere on our bodies, in our faces, through our voices, and with our behavior.

IV. Undesirable Listener Responses

A. There are several ways in which people respond to another person's words.

Example:

Speaker: My parents have been fighting, and it really hurts me a lot. I can't seem to do anything to help.

B. None of the four following responses is helpful to this speaker:

1. A response to the facts or information about the situation

Listener: My parents fight, too. (The Listener responds to own situation.)

It sounds like your parents fight a lot.
(Responds only to the situation.)

2. A judgmental response (Use of the critical parent)

Listener: You're just too sensitive.
or
You shouldn't let it bother you.
(In both responses, listener criticizes the speaker for having feelings.)

3. A listener statement that suggests a solution to the problem

Listener: Why don't you suggest that they get counseling?
It might help to resolve their problem.
(The listener misses the speaker's pain by looking for a solution.)

(Note: Solution alternatives are part of the problem-solving process, but are inappropriate now, since they do not respond to feeling. Besides, a listener who comes up with a quick solution at this point may prevent the speaker from reaching it.)

4. A response in which the listener communicates sympathy

Listener: Aw, gee, that's too bad.
(This implies that the speaker cannot do anything about the situation and also that the listener is somehow above the speaker.)

V. Helpful Response - Empathetic Response to Feelings

A. Empathy is the capacity to feel another person's feelings, the ability to put yourself in another person's shoes.

The empathetic response communicates to the speaker that the listener understands, accepts, and can relate to the speaker's feelings. This response places the listener and speaker in equal, sharing roles.

This is a helpful response which facilitates the speaker's understanding. It helps the speaker to deal with his or her feelings and also helps to build trust. The speaker knows the listener cares about the feelings expressed.

In this response, the listener hears the speaker's feelings and gives them back in a positive statement that lets the speaker know the listener has heard the feelings. The listener mirrors what the speaker has said.

Listener: It sounds as if you feel hurt.
I hear you saying you're hurt.

Both responses are positive reflective statements. They can bring the speaker's vague feelings into clearer focus. They can help the accepting of feelings by enabling the speaker to hear the feelings and recognize them.

Some ways of starting a positive reflective statement are by use of: I hear you...; I hear you saying...; It sounds like...; You sound...; and so forth.

The listener could have said, "That must be painful for you," showing he or she has really heard by being able to use another word--"painful"--as a suitable substitute for "hurt."

VI. Picking up Undercurrent Feelings

A. Undercurrent feelings are emotions the speaker may be experiencing that he or she has not yet accepted--feelings that are bubbling around below the surface, feelings the speaker has not yet recognized.

Example:
Speaker: My parents have been fighting and it really hurts me a lot. I can't seem to do anything to help.

Listener: I hear you saying you're hurt, but I also get the feeling you're pretty frustrated.

"I also get the feeling you're pretty frustrated" is an example of the listener picking up unexpressed feelings of the speaker.

B. The listener is responding to the total communication of the speaker, what is said, and what is implied. This helps the speaker to examine his or her own feelings more clearly and closely. Reflecting undercurrent feelings can also help a speaker who is not accepting feelings to do so.

C. Clues to picking up undercurrent feelings are:

Imagining yourself in the speaker's position and trying to guess what is being felt.

Trying to picture what is being described and labeling with feelings words what the speaker might be experiencing.

Paying attention to nonverbal clues and trying to identify the feelings the speaker is showing but not talking about.

VII. IMPORTANT!

Remember that you, as a listener, are trying to help the speaker talk about what he or she is talking about, what is being felt. It is not your job to tell the speaker what should be felt or what you would feel if you were in that position.

Nothing turns a speaker off more quickly than having feelings forced on him or her. When you respond to undercurrent feelings, your reflective statement should be a trial statement to allow the speaker to accept or discover those undercurrent feelings.

Some ways of checking out undercurrent feelings are to say, "I wonder if you're also feeling...," "I'm also picking up...," "It seems there also may be...," and so forth.

A good listener is like a good mirror. The mirror cannot make anything up; it can just reflect what is there.

VIII. Response to Feeling - Ranking

Rank 1. - The listener does not help the speaker by:

- Denying the speaker's feelings, putting them down, judging, offering quick solutions, or giving advice.
- Responding only to the situation.
- Ignoring the speaker's feelings.

Rank 2. - The listener does help the speaker by:

- Reflecting the stated feelings of the speaker by using the same or similar words.
- Maintaining nonverbal behavior that is attentive to the speaker.
- Accepting the speaker's feelings by being nonjudgmental.

Rank 3. - The listener helps the speaker even more by:

- Responding to stated feelings and to undercurrent feelings that the speaker has implied but not stated.
- Acknowledging the intensity of the speaker's feelings with appropriate nonverbal behavior.
- Responding to nonverbal clues from the speaker.

LISTENING SCRIPT #1 (Session 3)

Two student volunteers will play the roles of Speaker A and Listener B below:

Speaker A: My mother is always yelling at me to do more chores around the house. She expects me to take out the garbage, mop the floors, cook, clean--it never stops.

Listener B: Yeah, that's the way it is for me. My parents never let up. Even my little brother gets yelled at.

Speaker A: I'm really depressed about it. Last night I had a fight with my mother and we ended up screaming at each other. I ran out of the room, slammed by bedroom door, and stayed there the rest of the night. I feel bad about it, but I don't know what to do...

Listener B: I have fights with my parents all of the time. My mother is never satisfied. Even though sometimes she doesn't even have to ask me to do things, she's still upset if the house isn't vacuumed whenever she decides it should be.

Speaker A: I guess maybe I should apologize. Maybe it would help if I apologized to her and got things straightened out. But I'm so angry when I think about all the times she's blamed me when it wasn't my fault. I don't care--she can apologize!

Listener B: Maybe you can do what I do sometimes when I have trouble with my mother: I talk to my Dad. He really seems to listen, that is unless he's tired. Then he yells at me for disturbing him. Sometimes you can't win.

Speaker A: Boy, I feel really terrible. Let's walk downtown; I don't even want to think about going home.

LISTENING SCRIPT #2 (Session 3)

Two student volunteers will play the roles of Speaker C and Listener D below:

Speaker C: I can't believe the fight I had with my mother last night. We really had it out.

Listener D: You really sound angry this morning.

Speaker C: Boy, am I! She was so unreasonable. I had made plans to go to a party days ago and last night she said I had to stay home and babysit with my little brother. It wouldn't be so bad except that I've stayed home with that little brat every night this week.

Listener D: You resent her being unfair to you.

Speaker C: Yes, and I don't know what to do about it. Maybe I could talk to her, but I'm afraid we'd just having another fight.

Listener D: You sound as though you want very much to make up with your mother, but you're worried about making things worse.

Speaker C: That's exactly right. I guess I could talk to her. She's usually in a good mood on Fridays because it's payday and she has the weekend to relax. If I can just keep from getting so mad...

Listener D: You're afraid of getting angry again when you talk with her?

Speaker C: Yeah. If she starts yelling, then I'd really lose my cool. But, you know, I'm feeling a lot better after talking to you about it. Let's go downtown and get something to eat. And then I'll go on home and try to talk to her.

Listener D: Sure, let's go.

LISTENING SCRIPTS DISCUSSION QUESTIONS (Session 3)
(Teacher Copy)

Script #1 - Ordinary Listening

1. What did Listener B do?
2. Was this listener helpful to Speaker A? How?
3. Do you think the speaker felt as though he or she was heard?
4. Ask Speaker A to volunteer for feedback.

Script #2 - Active Listening

1. What was different about Listener D in this conversation?
2. Which listener helped most? How do you know?
3. What did Listener D do that was more effective?
4. How could you use this approach when you listen to a friend or to someone else who needs help?

RANKING OF RESPONSES TO FEELINGS WORKSHEET (Session 3)

Remember:

Rank 1 - Denial of speaker's feelings, acting like the critical parent, offering quick solutions, responding to situation rather than feelings

Rank 2 - Reflecting stated feelings, being attentive, and being nonjudgmental

Rank 3 - Responding verbally and nonverbally to stated and undercurrent feelings, acknowledging intensity of feelings

For each of the statements below indicate the "Response to Feelings Ranking" and explain why.

I. Speaker: All my friends smoke pot and I'm scared to try it. But when I refuse to use it, my friends don't like to be around me.

_____a. It sounds like you're pretty scared.

_____b. It sounds like you're pretty scared, but I also hear you being pretty lonely too.

_____c. Well, it's not a dangerous drug. Why don't you just use it?

II. Speaker: I'm really uptight. I've been going with this girl for six months and I want to break off with her, but I just don't know how. I'm really confused and when I tried to talk to my dad about it, he just shrugged and turned on the Lakers' game.

_____a. Why don't you tell her you're involved with someone else?

_____b. I hear you saying you're feeling uptight and confused.

_____c. I hear you saying you're confused. I also wonder if you're feeling hurt and rejected because your father didn't pay attention to you.

RANKING OF RESPONSES TO FEELINGS ANSWER SHEET (Session 3)
(Teacher Copy)

Rank

I. Speaker

2 a. Reflected stated feeling "scared," nonjudgmental

3 b. Reflected stated feelings "scared" and also undercurrent feeling "loneliness"

1 c. No recognition of stated feelings, responded to the situation, gave a quick solution

II. Speaker

1 a. Denied speaker's feelings by giving advice, coming up with quick solution, responding to situation

2 b. Reflected stated feeling of "confused," nonjudgmental

3 c. Responded to stated feeling, "confused" and picked up undercurrent feelings "hurt" and "rejected"

COMMUNICATION SKILLS

SESSION 4

Materials:
- "Speaker Statements"
- "Active Listening - Role-Playing Topics" (Teacher Copy)
- "Nonverbal Behavior Role-Playing Discussion Questions" (Teacher Copy)

Procedure:
1. Distribute "Speaker Statements."
2. Read over and discusses with class the directions on sheet.
3. Ask students to follow directions.
4. Collect students' written responses to "Speaker Statements."
5. Distribute 3"x5" cards to students.
6. Direct students to write situations they believe most reflect concerns of their age group today.
7. Give one or more examples, referring to "Active Listening Role-Playing Topics," (Teacher Copy).
8. Collect cards, puts them in container, and shakes them up.
9. Ask students to form groups of three, one student to be named speaker, one listener, and one observer.
10. Direct each group observer to pick a card at random.
11. Ask speaker and listener to participate in a role-playing activity, using the situation on the card, or one originally given by the teacher.
12. Gives participants a short time for planning.
13. Instructs listeners to reflect feelings and respond to nonverbal clues.
14. Asks observers to be ready to give feedback about the feelings, expressed and reflected, the ranking of speaker's and listener's feelings, and particularly the details of the nonverbal behavior of both.
15. Directs students to switch roles, so each student has a chance to be a role-player and the observer.
16. Asks volunteers to do role-playing for the entire class, asking observer to share with class what he or she has given as feedback to the players. (This activity may be conducted over a period of days, rather than continuously, until it is completed.)
17. Leads discussion after all of the activity is finished, using "Nonverbal Behavior - Role-Playing Discussion Questions" (Teacher Copy).
18. Instructs students to write an imagined situation in which a student needs help. Students are to include the feelings the speaker expresses and the ways the listener responds.
19. Asks volunteers to share their papers with class.
20. Review with class the material they have covered in this unit.

SPEAKER STATEMENTS (Session 4)

There are nine speaker statements below. Each speaker is a different person. Your task is to read each speaker statement and write what you consider to be an appropriate and helpful response. Consider yourself a Peer Counselor and write your response as though you were speaking directly to the speaker.

Imagine the speaker is sitting across from you, that he or she is speaking directly to you, and that there is no one else in the room. As you write, please use the exact wording you would use if you actually were talking to the person. Each answer should be no longer than five lines.

Speaker Statement 1

She is so phony I can't believe it! She has worn that fake smile the whole two months we have been rooming together. And then--behind my back--she spreads rumors about me and my boyfriend, and tells other kids how she can't stand to room with me. Boy, I would like to just wipe that smile off her face and really tell her what I think of her.

Speaker Statement 2

I am really lonely in this school. I don't know what I am going to do. I have been here almost three months now, and I haven't made a single friend. I talk with the kids in my classes, and I go to the sports events, but nobody seems to want to hang out with me. I just wish he hadn't moved here.

Speaker Statement 3

Who do you think you are?! You call yourself a counselor. Here I am spilling my guts out to you and all you do is look at the clock. You don't even hear what I say. You are so wrapped up in your own world. I never heard of such counseling. I-ah-it makes me so made!

Speaker Statement 4

I really don't know what to do. I slept with Jerry because I thought I really loved him. Now, he is dating other girls and I find out I am pregnant. I don't want to tell my parents.

Speaker Statement 5

It's fantastic. As soon as I finish exams, I have a job with a summer stock company. What a chance to try out my wings! It's like the whole future is opening up to me, and I just know I can make the most of it.

Speaker Statement 6

It's really hard to talk to you--but that's my problem. They say I'm really...shy. But it's worse than that. I want to hide when people are around. I can't even look at them. When I was small, they said I'd grow out of this. Well, it's worse than ever.

Speaker Statement 7

Last night I used the car and forgot to give the keys back to my mother. This morning she was looking for them in my coat pocket and found some pills. I was so scared and she got really mad at me. She asked me what they were and I said they were vitamins. I know that she didn't believe me. I feel so guilty. She keeps bugging me about what kind of pills they really are.

Speaker Statement 8

When I was a teen-ager I wanted to be just like my mother. Now with the whole women's movement going on, I find myself struggling with making real changes in my ideas of the kind of woman I want to be. What bothers me is that my mother and father seem very threatened by the changes I am making.

Speaker Statement 9

Well, I don't know. Things sure aren't going like I thought they would. I've been looking for a job now about two months. Seems like I just can't get anywhere. Seems like I've got the plague or something. Down where I live, people look at me like I'm fixing to steal everything. I know I'll probably end up right back on the street after a while. I feel like giving up.

ACTIVE LISTENING ROLE-PLAYING TOPICS (Session 4)
(Teacher Copy)

Note: Names can be changed if the student taking the role is the opposite sex from that indicated in the paragraph.

1. I'm really feeling anxious. I've been dating a girl, Marcy, who really likes me. I thought I liked her until I made up with my ex-girlfriend, Jill. I've got to tell Marcy I'm breaking off with her, but I'm afraid I'll hurt her feelings.

2. Lisa's mother and father are getting a divorce. She feels very sad. She supposes she'll have to stay with her mother and two sisters because that's what her parents have decided. But she's scared, too, about what will happen to them. Her mother, who has always stayed home, will have to go to work, now, and Lisa doesn't know how often she'll get to see her father. She is furious with both of her parents. Her whole life has changed.

3. Bill is worried. His girlfriend, Jane, is pregnant. He's afraid his very strict parents will find out and send him to another state to live with his grandparents. Jane is after him to marry her, but he thinks he's too young, not even out of high school. Anyway, he doesn't want to get married before he finishes med school. He loves Jane, but he just isn't ready to become a father.

4. Alice is feeling very depressed. She went to a party last night. Her friends were all smoking pot, drinking, and using crack. When she wanted to leave, they persuaded her to stay. She finally gave in and had a few drinks, and got sick. She's really feeling ashamed she didn't leave when she wanted to.

NONVERBAL BEHAVIOR ROLE-PLAYING DISCUSSION QUESTIONS
(Teacher Copy)

1. How did nonverbal clues help the listener?
2. What did you notice about the listeners in your group?
3. Did they have any difficulty? When?
4. What caused most of the listeners to have problems?
5. How can being a good observer help students to become good listeners?
6. How did active listening help?
7. What have you learned about your own nonverbal behavior from this activity?

COULD YOU JUST LISTEN? . . . .
(Session 4)

When I ask you to listen to me and you start giving me advice, you have not done what I asked.

When I ask you to listen to me and you begin to tell me why I shouldn't feel that way, you are trampling on my feelings.

When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem.

Listen! All I asked was that you listen, not talk to or do--just hear me.

Advice is cheap; 20 cents will get you both Dear Abby and Billy Graham in the same paper.

I can do for myself; I'm not helpless--maybe discouraged and faltering, but not helpless.

When you do something for me that I can and need to do for myself, you contribute to my fear and inadequacy.

But when you accept as a simple fact that I do feel what I feel, no matter how irrational, then I can quit trying to convince you and can get about this business of understand what's behind this irrational feeling. When that's clear, the answers were obvious and I don't need advice.

Irrational feelings make more sense when we understand what's behind them.

Perhaps that's why prayer works, sometimes, for some people - because God is mute, and He/She doesn't give advice or try to fix things. "They" just listen and let you work it out for yourself.

So please listen and just hear me.

And if you want to talk, wait a minute for your turn--and I'll listen to you.

-Author Anonymous

TRAINING UNIT #3

THE HELPING RELATIONSHIP

OBJECTIVES:
- Students will review communication skills, particularly active listening.
- Students will learn to introduce themselves to other students seeking help.
- Students will learn how to start helping relationships.
- Students will learn to apply skills learned in Peer Counseling classes.

SESSION 1:

Materials:
- "Helping Relationship Discussion Questions" (Teacher Copy)
- "The First Meeting" (Teacher Copy)
- "The Helping Relationship--Role-Playing Situations"

Procedure:
1. Invite students to express their concerns about participating in their first helping sessions.
2. Lead discussion about student concerns and the material in "The Helping Relationship Discussion Questions" (Teacher Copy).
3. Ask students to take notes as teacher reads "The First Meeting," and to place the notes in their journals.
4. Distribute "The Helping Relationship--Role-Playing Situations."
5. Choose volunteers to role-play parts of Peer Counseling Teacher, Listener, and Speaker (student who needs help), using the first situation in "The Helping Relationship--Role-Playing Situations."
6. Give examples of closed-end questions: Are you having difficulty making friends at this school? Why are you having a problem making friends? and an open-ended question: How do you feel about the other students at this school?
7. Ask listeners to use open-ended questions in the role-playing rather than questions that call for one word answers, and to encourage feeling replies rather than informational ones with the use of, "How do you feel about...?"
8. Asks other students to take notes as they observe the role-playing. They should particularly note: Did the Listener introduce self? Did the Listener help put the Speaker at ease? How? Did Listener respond to feelings (stated and undercurrent)? Did Listener notice and respond to nonverbal behavior? Did the Listener follow the directions specified in "The First Meeting?" Did the Listener use closed-end or open-ended questions?
9. Ask students to share their critiques of the role-playing.
10. Leads discussion of the role-playing.

THE HELPING RELATIONSHIP

SESSION 2:

Materials:
- "Differing Values Worksheet"

Procedure:
1. Ask students to pair off, one of the pair taking the role of Listener and one of the Speaker.
2. Ask pairs to role-play one of the situations on the sheet, reminding the Listeners to be sure to listen actively and not to give advice. (A review of the unit on communications might be useful here.)
3. Ask each pair when finished with role-playing: How did Speaker feel? How did Listener feel? What did each believe could be improved? What went well? Did the Listener follow the directions specified in the "The First Meeting?"
4. Encourage other students to give their reactions to each role-playing, and reminds them to be constructive.
5. Lead discussion on critiques, being sure to stress confidentiality and the requirement that any referral must be made through the Peer Counseling Teacher or Leader.
6. Distribute "Differing Values Worksheets," one to each student.
7. Ask students to follow directions at the top of the page.
8. Ask students to pair off and exchange lists with partners.
9. Instruct partners to take turns role-playing as Speaker and as Listener, basing the role on a value written on the partner's list.
10. Remind students when they are taking the part of the Listener to use active listening skills.
11. Ask partners to give feedback to one another at the end of the role-playing situation, including Speaker's reactions to effectiveness of Listener, the use of active listening, and Listener's sharing the difficulties he or she had in the helping role.
12. Lead discussion of activity, asking questions such as: What did it feel like to listen to someone with whom you differed so greatly? What was the most difficult part of it? What did you learn? What did you like about this activity? What did you dislike?
13. Explain that students may help themselves to accept others, even through they do not agree, by really listening and by putting themselves in the other person's situation.
14. Instruct the students that, if they are assigned to someone they cannot listen to because of their very strong feelings on a subject, to be sure to discuss with the Peer Counseling teacher or leader the best way to handle the situation.
15. Assure students that it is very difficult to help someone whose values clash with one's won, and emphasizes that the important factor is to be aware that their own feelings may get in the way during a helping situation.

THE HELPING RELATIONSHIP

SESSION 3:

Materials:
- "Peer Counseling Leader"

Procedure:
1. Distribute "Peer Counseling Leader."
2. Ask students to take turns reading the material aloud.
3. Stop to discuss material when appropriate.
4. Lead discussion of the role of Peer Counseling Leader, and gives any information necessary pertaining to the local school.
5. Review material covered in this unit, answering the questions students may ask.

HELPING RELATIONSHIP DISCUSSION QUESTIONS
(Teacher Copy)

Imagine you are about to meet the first student whom you will help as a peer counselor. The teacher or counselor who will supervise you is about to introduce you to the student you will work with.

1. What emotions might you be experiencing?
2. What emotions might the other student be experiencing?
3. How can you make this first meeting more comfortable for the other person?
4. How can you make yourself feel more comfortable?
5. How would you explain your function as a helper?
6. What are some ways to establish a trusting relationship?

THE FIRST MEETING ROLE PLAY
(Teacher Copy)

Tell your name, and any other information about yourself that will help the other student to get to know you better.

If you are feeling nervous, express that feeling (or other feelings that you are experiencing). It will help to relieve tension, and it may encourage the other person to open up, too.

Explain to the Peer Counseling class, what you are able to do for the student, and what you cannot do. Also make arrangements for future meetings.

Emphasize that everything that is said to you will remain confidential between the two of you, with the exception of the need to consult the adult supervisor, and the need for reporting child abuse or any other dangerous situation.

Encourage the student to express his or her feelings about the helping situation, including how he or she feels about opening up to you, and why he or she is seeking help.

THE HELPING RELATIONSHIP--ROLE-PLAYING SITUATIONS

1. You are having your first meeting with a student. The Peer Counseling Teacher introduces you after having informed you that the student is new to the school and is having some difficulty getting to know other students. The Teacher leaves the two of you together in the Counseling Office.

2. A friend of yours asks you to meet with another student who is having trouble at home. The other student has been threatening to run away and your friend arranges for you to meet at lunch time.

3. A teacher who knows you are in the Peer Counseling class refers someone who is doing poorly in all of his or her classes. This is a student who has always been a top achiever. The teacher arranges for you to meet in a classroom after school.

4. A student comes to you because she has heard that you are in the Peer Counseling class. She was about to break up with her boyfriend when she found out she was pregnant. She is afraid to talk to her family, but needs to talk to someone who can help.

5. The Peer Counseling Teacher asks you to take a referral of a student whose parents have just separated. The student prefers to go to live with the father but feels guilty about hurting the mother.

6. A friend refers his or her classmate to you. The student is having family problems and, at the first meeting, blurts out that his or her stepfather is physically abusing him or her.

DIFFERING VALUES WORKSHEET

List below any values that another student may hold that would be very different from yours, such as getting an abortion, selling drugs, or similar examples.

PEER COUNSELING LEADER

It is critical in this helping relationship that the Peer Counseling student establish an atmosphere of trust. Without an assurance of confidentiality, a student who is seeking help will not feel safe about revealing personal matters. However, it must also be made clear from the very beginning of the helping process, that there is an exception. Since the Peer Counseling student is not a professional counselor, it is absolutely essential that the Peer Counseling Teacher act as a support person, and the student may find it necessary from time to time to confer with this school adult.

Although the students in the Peer Counseling class are anxious to help others, they must constantly keep in mind that they are not in a position to act as professional counselors. In the course of listening, a grave problem may be divulged by the person they are helping, such as:

1. addiction to drugs.
2. severe emotional disturbance.
3. child abuse.
4. AIDS or other venereal disease.
5. pregnancy.
6. suicide.
7. homicide.

In any of these cases, they are to remind the student that since they are not professionals, they cannot deal with a problem of such severity. Instead, they must refer such cases to the Peer Counseling Teacher who will handle it, utilize other school resources, or make a further referral to an outside agency.

Less critical problems may arise in which a student feels unable to handle the helping situation:

1. A student who has sought help misses several planned meetings.

2. A Peer Counseling student feels he or she is in some way incompatible with the referred student.

3. The assigned student plays around during the time set aside for the meetings.

4. A student requests a referral to a community agency.

In a situation such as one of these, after informing the referred student, the Peer Counseling student should discuss the problem with the Peer Counseling Teacher.

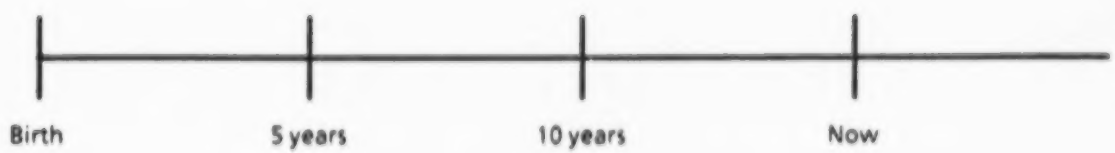
TRAINING UNIT #4

LEARNING ABOUT SELF

TIME LINE

A PICTURE STORY OF MY LIFE....FROM BIRTH TIL NOW AND INTO THE FUTURE....

Place all significant events on the line with a date (moving, school entrance, illnesses, other changes, deaths, divorce, separations, etc.).



REMEMBERING THE PAST...

Parents affect their children by giving them "messages" for direction, injunction, prohibition, prejudice, criticism, nurture, caring, etc. In this exercise, recall how you were treated or what you heard from your parents in the following situations:

1. When you cried in the night.
2. Had a birthday.
3. Tore your clothes.
4. Lost some money.
5. Solved a problem.
6. Brought home your report card.
7. Told a lie.
8. Had to go to the doctor.
9. Made something.
10. Had a fight.
11. Asked for a favor.

FEELINGS PUZZLE

Circle the words that name a feeling.

Guilty	Kangaroo
Inferior	Impatient
Football	Disgusted
Warm	Disappointed
Decoy	Friendly
Humiliated	Holiday
Amused	Friendly
Mischievious	Gauge
Wall	Gate
Jealous	Social
Table	Angry
Tender	School
Tin	Sad
Frustrated	Proud
Use	Blue
Disgusted	Hateful
Lonely	Embarrassed
Sociable	Gentle
Helpless	Release
Garlic	Satisfied
Book	Joyful
Sociable	Frightened
Happy	Wagon
Defend	Loved
Depressed	Radio
Marsh	Time
Primrose	Automobile
Yard	Anxious

ANOTHER FEELING WORD SEARCH

A N N O Y E D I S S A T I S F I E D A P
N S E M B A R R A S S E D H A T E F U L
G D S A G R U M P Y L A C I T I R C V E
R A A D D E N V I O U S Y P P A H A O A
T S A P P R O U D R E S T L E S S S R S
S U T R S C H E E R F U L M E Y O U E E
T I R E D L O V I N G L O O M Y U O D D

Bored
Annoyed
Angry
Tired
Eager
Sad
Proud
Embarrassed
Envious
Cheerful
Grumpy
Loving
Restless
Dissatisfied
Critical
Happy
Hateful
Pleased
Gloomy

By CHAD KIMES and CHRIS HARRIS, 7th Grade peer helpers, Greensboro, NC.
KELLI KOPETKO is a student at Lake Worth High School, Lake Worth, FL 33401

THE JOURNEY

Knowing the question, we come closer to the answer. While the journey of self-discovery never ends, during the second half of our lives we know more certainly what questions to ask.

Use the following questions to help you think more specifically about your life stage and its issues for you. Write in your responses.

1. How are you most different today from four years ago?

2. The thing that has surprised me most about this stage of my life is:

3. Three turning points in my life have been:

4. An issue at this phase of my life that I avoid looking at is:

5. The five people who have had the deepest effect on my life to date are:

6. As I look down the road, a "successful" life for me is one that:

7. The most important thing, to me, at this phase, about my work is:

A PERSONAL EVALUATION

Rate yourself 1 to 5 on each of the categories listed below (with 5 as the highest) - then compare with ideal.

YOUR PHYSICAL SELF:
- _____ appearance
- _____ weight control
- _____ nutrition
- _____ medical/dental check-ups
- _____ exercise

YOUR RELIGIOUS SELF:
- _____ inner peace
- _____ sense of purpose
- _____ prayer
- _____ religious study
- _____ belief in God

YOUR FAMILY SELF:
- _____ listening habits
- _____ forgiving attitude
- _____ good role model
- _____ spend time together
- _____ supportive of others
- _____ respectful
- _____ loving

YOUR MENTAL SELF:
- _____ imagination
- _____ attitude
- _____ continuing education
- _____ reading
- _____ curiosity
- _____ commitment
- _____ openness

YOUR FINANCIAL SELF:
- _____ earnings adequate
- _____ savings/investments
- _____ budget followed
- _____ adequate insurance
- _____ charge accounts

YOUR CAREER SELF:
- _____ job/school satisfaction
- _____ effectiveness
- _____ job training
- _____ understanding job/school purpose
- _____ sense of competence

YOUR SOCIAL SELF:
- _____ sense of humor
- _____ listening habits
- _____ self-confidence
- _____ manners
- _____ caring

YOUR EMOTIONAL SELF:
- _____ aware of feelings
- _____ can express feelings appropriately
- _____ can ask for what I need
- _____ assertiveness
- _____ sense of control of life

Examine those areas which receive a score lower than what you want for yourself. Perhaps these are areas you can include when you are setting goals.

TRAINING UNIT #5

FRIENDSHIP

OBJECTIVE:

To recognize the foundations, qualities and formations of friendship.

MATERIALS:

None

PROCEDURE:

Session One: This introduces the concept of friendship and begins to identify what friends are. After students are seated in a circle and are ready to begin, ask them the following questions:

1. How many of you have a best friend?
2. How many of you have a friend now that you used to not like?
3. How many of you have a good friend of the opposite sex?
4. How many of you have had a fight or argument with a friend recently?
5. How many of you have a brother or sister who is also your friend?

Tell the students to vote "yes" by raising their hands and "no" by putting their thumbs down. After they have responded to your questions, say, "For the next several sessions, we are going to be thinking and talking about friends. Right now I'd like you to close your eyes for a minute and think of someone who is now or who used to be a friend." (Make sure they close their eyes.) After about twenty-five seconds say, "Who would like to tell us about a friend and about how you know this person is your friend?"

The main discussion is now on, and you should try to keep it in the area of telling about a friend: How the kid knows his friend is a friend, how they met, and so forth. Reflect back the contributions as they are made to you. Watch the clock, and when there are five minutes left, cut off the the discussion and ask the students to remember what others have said. (Have noncontributors to the remembering.) If you have a minute left at the end, have the kids whip the following sentence stub around the circle: "A friend is..."

Tell them as they leave that you will be talking more about friends next time.

FRIENDSHIP

OBJECTIVE:

To recognize the foundations, qualities and formations of friendship.

MATERIALS:

None

PROCEDURE:

Session Two: This session will focus on how we make friends. Begin today's lesson by saying, "Who remembers what we did the last time we met?" Encourage five or six comments about the previous session, then say, "Today we are going to think about friends in a different way than before."

I want you to think about a friend who you have now or used to have and remember when you first met. Was it an accident? Did you start it? Did the other person? Think of other things like this."

As students share their stories, encourage them to talk about what they did to develop the friendship. Ask them if any risk was involved. To involve reluctant members, call on them by saying, "Billy, can you name a person who is your friend or who used to be?" After he answers, say, "Tell me how you met--what season it was, how long ago," and so on.

Make certain that you leave time to remember what has been said. Before the students leave, summarize what has been said about meeting friends.

FRIENDSHIP

OBJECTIVE:

To recognize the foundations, qualities and formations of friendship.

MATERIALS:

None

PROCEDURE:

Session Three: This session helps students establish personal priorities for qualities in a friend. Begin the lesson by having five or six students remember what was discussed at the previous session. Then say, "Today I want you to think about what is the most important quality in a friend. I will name three qualities and you decide how you would rank them: Generosity, loyalty, and honesty."

Call on different members to tell their ranking and ask them to explain whey they ranked them that way. Discuss the ranking for ten or fifteen minutes, then say, "O.K., everyone stand up." Point to one place in the room and say, "If you think you are more loyal than honest, go stand there. If you think you are more honest than loyal, go stand there." (Make sure the spaces are not too far apart.) Pretend you have a microphone and asks a couple of people in each group, "Excuse me, sir, why are you here?" Get a few opinions and then have them sit down in the circle again. Spend the last five minutes remembering what has been said. Summarize the ranking by saying how many felt a certain way.

FRIENDSHIP

OBJECTIVE:

To recognize the foundations, qualities and formations of friendship.

MATERIALS:

None

PROCEDURE:

Session Four: This session is designed to encourage group members to look at themselves through the eyes of others: Each person should have a piece of scrap paper or a 3 x 5 card. Begin by remembering what happened last time, then say, "On the paper, write the name of your best friend in the world right now. Under his or her name, write three words that end in "able" that you think describe your friend." After they do so, ask whether anyone would like to share his words. Discuss this for ten minutes at most, then say, "somewhere on your paper write your name; under it make four columns. In column one write BF. Under that heading list three words ending in "y" that your best friend would use to describe you." Give them thirty seconds. "Next, write WE in the second column. List three words ending in 'able' that your worst enemy would say about you. In column three, write TEACH, for your favorite teacher, and write three words ending in 'ing' that he or she would really use to describe you." Spend any remaining time reading and comparing lists.

FRIENDSHIP

OBJECTIVE:

To recognize the foundations, qualities and formations of friendship.

MATERIALS:

None

PROCEDURE:

Session Five: This session will help synthesize the past four sessions into thoughts about ideal friends. You will need one felt marker and one piece of butcher paper five* feet long. Begin by asking for a volunteer to lie down on the paper. You or someone should draw the outline of his body on the paper. After you have the outline made, tell the group, "We have here the outline of the perfect friend. I want you to think about what the perfect friend would be like. I will write words and sentences on different parts of the outline. I will start, to give you the idea. I think the perfect friend should have a good sense of humor and I'll draw a happy face on the outline. Use your own imagination to complete the outline."

If you have enough paper, allow students to pick partners and do the activity in pairs, taking turns outlining bodies and then helping each other fill in the drawings. If you do it this way, put up the finished outlines around the room.

Some ideas:

1. Put feeling words by the heart.
2. Put thoughts and ideas by the brain.
3. Put things he can do by the hands and feet.

*Paper will probably have to be more than five feet long.

WRAP UP:

Although this topic is presented in five sequential sessions, the leader should feel free to use parts of the material as the need arises in the group.

FRIENDSHIP

OPTIONAL SESSION (6): How to Keep Friends

OBJECTIVE:

To become aware of how to maintain an established personal relationship.

MATERIALS:

Teacher copy of "How to Keep Friends." Real Talk, p. 38. Flipchart.

PROCEDURE:

1. Students brainstorm ways of maintaining a positive personal relationship and list on flipchart.

2. From the total list, the students decide on the 10 best methods for keeping a friendship.

FRIENDSHIP LECTURETTE

HOW TO KEEP FRIENDS

Now that you have a friendship beginning, how does it continue and become even better? Check the following suggestions and add your own ideas at the end of this list.

1. It's going to take time. Friendships take effort. Part of the effort is in being there when the other person needs you. It may mean that sometimes you give up doing what you want to do in order to help the other person. But, these sacrifices are small in comparison to the happiness you get when they do the same or you.

2. Share your responses. You share your time but also the things and the skills that you have. Trade off with the abilities that you have by helping each other. If you can cook and your friend can repair your bicycle, trade off.

3. Share your ups and downs. Be honest about what is happening in your life. Be complete. Do not try to pretend that you are perfect. When an acquaintance asks how you are you may say, "Fine" even when you are not. With a friend, you can tell it like it is, such as "I'm really worried about the math test."

4. Assume that the friendship will last. Behave as though you want it to last forever.

5. Admit when you're wrong. When you hurt the other person, correct it as soon as you can.

6. If you disagree, attack the friend's idea and not the friend.

7. When you've had a difference--a fight--with one of your friends, let the anger cool off first. Think about whether or not you might be the one at fault, not your friend. Then start planning what to do to clean up the mess.

8. Friendships are stronger after they have been hurt and repaired because it is difficult to repair a friendship. Doing so proves that you care about the other person. Mistakes only prove that you are human; apologizing and accepting apologies prove that you care.

9. Check your habits. Are you doing anything annoying that you should change? If you are, it's worth making the effort to change.

10. Don't take advantage of them. Allow others to do things for you but don't get dependent on them. Stay in the middle of the road in this regard.

FRIENDSHIP

OPTIONAL SESSION (7): Center Talk

OBJECTIVE:

To explore characteristics of a positive relationship and enhance group cohesion.

MATERIALS:

List of characteristics of healthy relationships.

PROCEDURE:

1. Handout list of characteristics of healthy relationships. Discuss.
2. Have students add any other characteristics to the list.
3. Teacher asks for a volunteer to go to the center of the group.
4. Volunteer picks one student in group who they feel they have a strong relationship with and one they do not. Both sit opposite volunteer.
5. Volunteer looks at both and verbalizes one at a time what characteristics are in one relationship that are missing from the other. Feedback.
6. More volunteers.
7. Discussion on activity and how it made you feel.

Characteristics of Healthy Relationships

1. RELIABLE
2. GOOD LISTENER
3. LOYALTY
4. HONEST COMMUNICATIONS
5. TOLERANCE
6. CARING

FRIENDSHIP

OPTIONAL SESSION (8): Friendly Sentence Stubs

OBJECTIVE:

To assess the concepts of prejudice and discrimination and their impact on peer relationships.

MATERIALS:

Student copies of "Friendly Sentence Stubs," Peer Counseling II Curriculum Guide p. 280.

PROCEDURE:

1. Students complete the sentences and then divide into small groups.
2. A discussion of their answers follows the activity.

FRIENDSHIP

OPTIONAL SESSION (9): Friendly Sentence Stubs

MATERIALS:

Copies of the following "stems."

PROCEDURE:

The world would be a better place if everyone...
One thing I like about my friends is...
Cooperation is important because...
Other people are important because...
One thing I like to do in groups is...
I like my family because...
Helping others is...
My best friend can be counted on to...
If I could teach everyone in the world one thing, it would be...
I can help other people most by...
I like my best friend because...
I like my mother when...
When somebody is nice to me, I...
One way I am like everybody else is...
A person I learn a lot from is...
One important thing I'm learning in school is...
One thing I could teach someone else is...
I like being with people when...
I like being with people who...
I like my parents when...
One way I am different from everyone else is...

LEARNING ABOUT OTHERS

Questions for discussion:

1. How difficult is it to know your friends?
2. What kinds of information do you know about all your friends?
3. What do you want your friends to know about you?
4. How hard is it to ask your friends questions to get to know them better?
5. Are there some things that you do not want to know about your friends?
6. Do you have to know a lot about a person in order to be his friend?

TRAINING UNIT #6

THE FAMILY

OBJECTIVES:

1. To increase awareness of changing patterns in family life.
2. To increase awareness of functional and dysfunctional family systems.
3. To identify own family style.
4. To learn how crisis effects family life.
5. To recognize four styles of communication.
6. To learn how irrational beliefs affect our styles of interaction.
7. To practice helping with family problems.

Materials:
- One large sheet of paper
- Marking pens

Process:
1. Draw a circle on the paper leaving a margin around the edge.

2. Draw your family members in your circle with their names.

3. Place people in the circle wherever you think they stand from your view of the family (position in terms of roles, relationships and/or control). Placement includes those persons closest to each other; a center of attention; on top; protected; surrounded.

4. Write next to the persons any words or names given them by you or other family members that describe their positions or roles; e.g., the baby, the oldest, and so forth. Let the name come easily. Don't force or hunt for a label; perhaps there was none for the person.

5. After the family is placed in position within the circle, place around the outside at whatever position seems appropriate those persons, institutions, places, and things that have significant influence on your family's life.

6. Place a plus sign by the family members with whom you have experienced a positive relationship; a question mark by the members whom you have never understood; and place a minus sign by those persons with whom you have experienced a negative relationship. Relationships change and you may have two signs next to one person, illustrating the change over the years.

7. Now fill in the sheet with the words, feelings, thoughts, and phrases that come to your awareness when you think of growing up with your family--the things that come to mind about your family as you do this activity.

FAMILY CIRCLE
(Teacher Instructions)

After the students have had enough time to finish the assignment, ask each person in the class to present his or her family circle to the other class members.

Place a time limit of ten to fifteen minutes for each person. At the end of each presentation, ask the student to consider what, if anything, he or she would change--any of the positions, names, and/or influences. Would the student like to add anything to the circle?

Allow a couple of minutes for the class members to respond and react to the person presenting. After all members have presented their circles, spend some time having the students react to the activity itself.

LECTURETTE:
THE FAMILY--PAST AND PRESENT

Definition: The family is composed of person united by ties of marriage, blood, or adoption.

According to Virginia Satir, a family therapist, "The family is a 'factory' where a person is made."

Changing Patterns in Family Life

One hundred years ago, two-thirds of families lived on farms. The relationship between land tenure (keeping the land in the family) and family structure resulted in four characteristics:

1. The feeling of belonging to a family group
2. Individual activities planned toward achievement of family goals (rather than individual objectives)
3. Obligation to support individual family members in need (e.g., providing for aging parents)
4. Interest in keeping the family unit going

At that time, in most families the father had complete authority.

Our present way of life has caused all of this to change. Instead of the family being considered as a unit with its members all working toward family goals, we now consider the individual as having needs and wants separate from those of other family members.

The present ideal, according to many family therapists, is the democratic family in which:

1. Authority is shared among family members with the expectation that children will express their desires and views, and will have an increasing part in making family decisions as they grow older.
2. Decisions are based on consensus (general agreement).
3. There is intimate and agreeable association and communication among family members.
4. Emphasis is on freedom of each member to the extent that it does not jeopardize the person or the family group.

Families no longer stay together when members' needs and wants conflict. Divorce, which was considered scandalous one hundred years ago, is now an accepted reality by many families. Parents often remarry, and we see homes in which children of a mother and stepfather or father and stepmother all live under the same roof. This causes us to have varying types of families, as follows:

1. Natural family - Birth parents who continue to care for the child
2. One parent - as a result of death, divorce, separation, or desertion
3. Blended - children cared for by stepparents, adoptive, or foster parents
4. Institutional - group of children raised by a group of adults

A Crisis in the Family

Definition: A crisis is an emotionally significant event or radical change in a person's life, an unstable and important state of affairs whose outcome will make a decisive different for better or worse.

Some family crises are as follows:

1. Any change in family structure
2. Moving
3. First day in a new school
4. Loss of job, financial stress
5. Separation and/or divorce
6. Adapting to a new family
7. Desertion
8. Illness or accident to self or family member
9. Crime involving self or family member
10. Death or dying
11. Child abuse
12. Substance abuse

Teen-agers and their parents have disagreements with one another over other less serious issues than the crises listed above. However, when they arise, they are still disturbing to both parents and young people.

Minor: Clothes, hairstyle, mess room, blaring music, use of telephone, getting up in the morning, sisters and brothers

More Serious: Time to be home, family car, money, temper tantrums, dating

School: Failing, truancy, discipline problems

Some Characteristics of Functional Families

1. Members respect each other as unique individuals.
2. Members make every effort to meet each other's needs.
3. They enjoy each other as well as others outside the family.
4. They have learned to communicate with one another.
5. They share with one another during good times and bad.

FAMILIES--TROUBLED OR NURTURING

According to Virginia Satir, Family Therapist, four aspects of family life are prevalent in troubled families:

1. Self esteem is low.
2. Communication is indirect, vague, not really honest.
3. Rules are rigid, inhuman, non-negotiable.
4. Relations with people outside the family are fearful, placating, and blaming.

In nurturing families, Virginia Satir found these four aspects of family life:

1. Self-esteem is high.
2. Communication is direct, clear, specific, honest.
3. Rules are flexible, human, appropriate, subject to change.
4. Relations with people outside the family are open and hopeful.

After thirty years of listening to people, Satir found patterns in the way members of troubled families communicated. She called this group of patterns double-level messages.

Double-level Messages: These are messages in which your words are saying one things, and the rest of you is expressing something else. An example is: You have a smile on your face and say "I feel terrible."

Satir divides communication into two parts:

Verbal	words
Nonverbal	facial expression body position muscle tone breathing tempo voice tone

Double-level messages come through when a person:

1. has a low self-esteem.
2. is fearful of hurting the other person's feelings.
3. worries about retaliation.
4. feels the relationship will be broken.

5. does not want to impose.

6. does not attach any importance to the other person or the interaction.

In most cases, the person is not aware of giving double-level messages.

Satir labels four patterns of response in troubled families, all of them ways of giving double messages: placating, blaming, computer, distracter.

1. Placating - Always tries to please, apologizes, never disagrees in order to keep the other person from getting mad.

   As the placater, you feel you're worth nothing; you owe everyone gratitude; you are responsible for everything that goes wrong; you are grateful if someone talks to you.

Words - (agree)	"Whatever you say is okay."
Body -	Looks helpless
Insides -	Feels like nothing without the other person
Voice -	Whiny, squeaky

2. Blaming - A fault-finder, dictator, boss; acts superior.

   As the blamer, you don't really feel you're worth anything, but if you can get someone to obey you, you may feel as though you count for something.

Words - (disagree)	"If it weren't for you, everything would be all right."
Body -	Tightness in muscles and organs. Looks as though he or she is the boss.
Insides -	"I am lonely and unsuccessful."
Voice -	Hard, tight, often shrill and loud

3. Computer - Very correct and reasonable with no feeling showing; calm and cool.

   When you are a computer, your mind is set on choosing the right words, preferably long ones. The sad part of this role is that it comes to represent an ideal for so many people. "Say the right words, show no feeling, don't react."

Words - (ultrareasonable)	"If one were to observe carefully, one might notice the workworn hands of someone here."
Body -	Motionless, stiff, straight
Insides -	"I feel vulnerable."
Voice -	Dry, monotonous

4. Distracter - Whatever the distracter says or does, doesn't relate to what anyone else is saying or doing. The distracter never makes a response to the point.

   When you are the distracter, you are busy moving your mouth, body, arms and legs. You ignore others' questions, and may come back with questions of your own on a different subject. This is a lonely, purposeless role.

Words -	make no sense
Body -	going in different directions
Insides -	"Nobody cares. There is no place for me."
Voice -	Singsong, out of tune with words, goes up or down with no reason

There is another method, Leveling, which is used in most nurturing families.

Leveling - The voice says words that match the facial expression, the body position, and the voice tone. The leveling response is real; it represents a truth at that moment of time.

As a leveler, there are times when you can:

Placate - apologize for something you have done that you didn't intend.

Criticize - evaluate an act rather than blaming a person.

Explain or give directions - clarify when precise meanings are necessary.

Change the subject - say what you want to instead of hopping all around.

Following are examples of how the different responses may be used:

I have just bumped your arm.

Placater (looking down, wringing hands) - Please forgive me. I'm a clumsy oaf.

Blamer - Gee whiz, keep your arm out of my way so I won't hit it.

Computer - I wish to render an apology. I inadvertently struck your arm.

Distracter (looking at someone else) - Gee, some guy's mad. Must've got bumped.

Leveler (looking directly at person) - I bumped you. I'm sorry. Are you hurt?

Here is an example within a family:

I am your father and there is something wrong in what you, my son Jim, are doing.

Placater (coming up with hushed voice, downcast face) - I'm--uh--uh--gosh, gee Jim, I--am--sorry--you feeling okay? You know--promise me you won't get mad--no, you're doing okay, it's just--maybe you could do a little better? Just a little, maybe? Hm?

Blamer - Can't you do anything right, you dumb cluck!

Computer - We are making a survey of family efficiency. We find that in this department, namely with you, that efficiency is beginning to go down. Would you have any comments to make?

Distracter (talking to his other son, standing next to Jim) - Say, Arnold, is your room about the same as Jim's? No, nothing wrong--I was just taking a walk through the house. Tell Jim to see his mother before he goes to bed.

Leveler - Jim, your room is in bad shape. You haven't made your bed since the day before yesterday. We need to stop, take a look, and see what's wrong.

Irrational Beliefs

You have achieved real growth when you are able to handle the situations that follow:

1. Fear of mistakes - You are sure to make mistakes if you take any action, especially new action.

2. Somebody may not like what you do - You can be sure somebody won't like what you do. Not everyone likes the same things.

3. Somebody will criticize you - You really aren't perfect. Some criticism is useful.

4. I might impose - Sure. Every time you are in the presence of another person, or speak, or interrupt, you impose.

5. Another person will think I'm no good. So, maybe someone will think you're no good. You can live through it. Maybe sometimes you aren't so hot! Sometimes the other person is putting his or her trip on you. Can you tell the difference?

6. I might be thought imperfect - If you think of yourself as needing to be perfect, the changes are you'll always find imperfection.

7. The other person might leave. So, the other person leaves. Maybe that's good. Anyway, you'll live through it.

These are not easy or painless resolutions, but they will give you a chance to stand on your own two feet, and might make a difference as to whether or not you grow as a person.

FAMILY ROLE-PLAYING GUIDELINES
(Teacher Copy)

Students will form groups of three, each to play the role of a family member. The possibilities are as follows:

Father, mother, and first child.
Father, mother, and second child.
Father, mother, and third child.
Father, first and second child.
Father, second and third child.
Father, first and third child.
Mother, first and second child.
Mother, second and third child.
Mother, first and third child.
First, second, and third child.

Students are to meet with their groups and each of them will select roles and a way of communication as: placater, blamer, computer, or distracter. They are to try to remember the physical as well as the verbal methods of communication.

The group members will be given time to talk the situation over and to select names for the family members.

After each has role-played, following the above directions, the students are to repeat the role-playing, but as levelers.

Situation:

The older sister (19) has had an argument with her parents, and has decided to leave home to stay with her boyfriend's family. The younger sister (15) is concerned that her privileges may now be limited. Little brother (10) is also concerned because older sister and boyfriend had promised to take him to the ball games with them, and he's afraid they won't follow through.

ROLE-PLAYING--HELPING WITH FAMILY PROBLEMS

1. A grandparent whom the speaker loved very much, and who lived with the family, has died.
2. The father of the family has lost his job.
3. Parents have told the speaker that the family is moving to New York.
4. The speaker's parents have started to have frequent arguments.
5. The speaker's parents have decided to separate and get a divorce.
6. The speaker's mother remarries a man with two children and they will all live together.
7. The speaker finds out an older brother is hooked on cocaine.
8. One of the speaker's parents has to be hospitalized.

TITLE: FAMILY SCULPTURES

MATERIALS:

None

PURPOSE:

To show family relationships.

PROCEDURE:

Students will form a circle. One student gets in the middle and selects various students to represent his/her immediate family members. The student places each "family member" at various distances representing the relationship or closeness to each other and the student. When the student has positioned each "family member," the rest of the students are then allowed to question as to why the different positions are made.

V. ICEBREAKERS

TITLE: DICHOTOMIES

MATERIALS:

None

PURPOSE:

"Dichotomies" is to help students think about themselves and their values. As an initial activity in a session, "Dichotomies' serves as an icebreaker. Use only 3-4 dichotomies which are relevant to the day's session.

PROCEDURE:

1. Create a large open area for students to move about.

2. Explain to students that you will give them a set of words. Each end of the space represents one of the words. When you say the set of words, ask them to move from room center to the end that represents the word with which they identify.

3. Give students an example.

Step 1
Students center

Step 2
Give choices
Are you HOT... ...or COLD

Step 3
Students move

HOT — Students move to either end — COLD

Step 4
Ask students to notice what their choice was, who made the same choice and to share with one other person why they made this choice.

Possible Dichotomies for Relating To Others:

In relation to other people, am I...

selfish	generous
friendly	hostile
open	closed
grabber	receiver
lover	hater
sharing	stingy
taker	giver
close	distant
openminded	closed minded
toucher	stand-off
cold	hot
positive	negative

Possible Dichotomies for COMMUNICATING:

Talker	or	Listener
Speaker		Preacher
Screamer		Whisperer
Listener		Ignorer
Reading		Withdrawing
Attending		Preoccupied
Looker		Avoider
Accepting		Rejecting
They		We
Many worded		Few worded
Feeler		Facter
Verbal		Nonverbal

Possible Dichotomies for SELF:

open	or	closed
wall		window
race car		VW
gold bonded		diamond studded
people		thing
happy		sad
lover		fighter
country western		rock & roll
peace		war
cigarette		drink
physical		mental
winner		loser
dull		interesting
island		bridge
cowboy		hippy
caring		cranky
positive		negative
day		night
spring		fall
active		passive
real		fake
laugher		cryer
yes		no
ping pong ball		paddle

TITLE: STEMS

MATERIALS:

None

PURPOSE:

"Stems" is to structure positive responses using sentence stems. Any student should be allowed to pass. Use only one stem per session. Choose one which is relevant to the day's session.

PROCEDURE:

1. Ask students to form a circle with you.

2. Explain that you are going to start a sentence and you would like for each student in turn to complete it. If a student chooses to pass, make passing acceptable.

3. Give an example by saying the sentence stem, then repeat the sentence stem and complete it yourself. (Your completion will model for the students.)

4. In a structured way (left to right) ask each student to say the start of the sentence (important!) and to complete it.

Examples:
Teacher (stem) "I feel good when..."
Teacher (completion) "I feel good when people say positive things to me."
Student "I feel good when..." (Ask to make stem into full sentence.)
Student "I feel good when I go home."

Stems

One thing I value in others is _____.
A friend of mine must be _____.
A good friend is one who _____.
Being with people I like makes me feel _____.
When I meet someone I want to know better, I _____.
I want to be a friend who _____.
I want people to like me because _____.
Having older friends _____.
I like people who _____.
I need other people because _____.
How I would like other people to feel abut me is _____.
A time someone showed he or she like me was _____.
When someone tells me something good about me, I feel _____.
I let someone know I like him or her by _____.
The way I decide I like a person is _____.

TITLE: SAYINGS

MATERIALS:

None

PURPOSE:

"Sayings" is to have students examine some famous and not-so-famous sayings, and discuss the meanings of those sayings and see if they have application to their lives.

PROCEDURE:

1. Have students sit together in groups of five.

2. Give each group a saying from the list below. Have one student in each group read the statement to his/her group. Small groups discuss what the saying means and how it might apply to them as individuals. PRACTICE LISTENING AND RESPONDING SKILLS.

3. After fifteen minutes, get students back into a large group, seated in a circle.

4. Process. "Would any of the groups like to report what you decided the statement means?" "Did another group find some other meaning?" "Would someone like to share what this statement says to him or her?"

Sayings--Relating to Others

"People are lonely because they build walls instead of bridges."
"There is no desert like being friendless."
"No man is an island."
"A friendless man is like a right hand without a left."
"A friend is not a shadow that is presently only when the sun shines."
"A torn jacket is soon mended, but hard words bruise the heart of a child."
"Friendship is a creature formed for a companionship, not for a herd."
"Fate makes our relatives; choice makes our friends."
"No man is the whole of himself; his friends are the rest of him."

TITLE: BRAINSTORMING

MATERIALS:

Sheet of paper and pencil for each group.

PURPOSE:

To encourage students to think of and list as many meanings of the word "OTHERS" as they can so they do not get locked into simply one definition.

PROCEDURE:

1. Get students into groups of five and have them select a recorder. Give paper and pencil to recorder.

2. Remind students of the rules of brainstorming.
   a. Quantity, not quality, is important.
   b. No discussion or judgments.
   c. Free-wheel, add onto each other's ideas.

3. Tell recorders to write "OTHERS" at the top of their papers.

4. Tell students "You have three minutes to think of as many meanings as you can for 'OTHERS'."

5. Stop after three minutes. Ask each group to report on the number of ideas they came up with and to share a couple with everyone. (Praise creativity and productivity.)

6. Bring students back into a large circle to process. "Did you feel good about your contributions to your group's list?" "Are there any new meanings you can think of now about 'OTHERS' that you'd like to share with us?"

TITLE: DISCUSSION

MATERIALS:

None

PURPOSE:

Teachers and students who like a discussion format, the topics related to this section will serve as a basis for structuring learning through discussion.

PROCEDURE:

1. Have students sit in one large circle with you.

2. Explain that you would like to have a discussion. The discussion has no ending. There is no one right or wrong answer. Remind students of the rules for group discussion, especially that only one person talks at a time so everyone can be heard.

3. Introduce the topic and facilitate group interaction.

4. At the end of the discussion, ask for someone to summarize the discussion.

5. Process. "One way this discussion was of value to me is _____."

Discussion Topics:

1. What is a "friend?"
2. What is trust? How do we get trust? Is it important to trust?
3. How do you make friends?
4. Can family be friends?

TITLE: ROLE PLAY

MATERIALS:

One copy of master 5.6, Role Play Descriptions, cut up, for demonstrations.

PURPOSE:

To allow students a safe arena where they can try on new behaviors to see what they feel like. In the following three role plays, the students will watch and discuss alternative ways of interacting with other people.

PROCEDURE:

1. Before the session, arrange chairs in groups of six. Arrange the groups of six so they can watch a role play.

2. When students are seated, explain that they are going to watch a person-to-person role play. After the role play, each group is to decide on an alternative way of handling the situation.

3. Ask for two volunteers and give each his or her role sheet. Do not tell the class their roles.

4. After the demonstration, ask for a student to explain the situation as he or she saw it. Continue the discussion until you get an accurate situation described.

5. Give the groups ten minutes to prepare an alternative.

6. After ten minutes, call time and have the groups share their alternative.

7. After presentations in a large group, process. "What I learned in this exercise about dealing people-to-people is _____."

TITLE: $1000 TO GIVE AWAY

MATERIALS:

None

PURPOSE:

To enable students to think about what or who, outside of themselves, is important to them.

PROCEDURE:

1. Have students get in a large circle.

2. Say: "Pretend, if you will, that I have suddenly struck oil or something and have been given a huge sum of money. Since you, my TLC group, have come to mean so much to me I am going to share my wealth with you. I am going to give you each ONE THOUSAND DOLLARS! Imagine that! $1,000! The only condition I set as I give each of you the thousand dollars is that you must give it away. You may not keep any of it, nor may you spend any of it on yourself. You must spend it or give it away to someone else or some cause. Who would like to begin by telling us what you are going to do with your thousand dollars? Why did you choose to use it that way?" (Let students share with the group, stressing again listening and responding skills.)

3. After seven or eight minutes, process. "How did it feel to give it away or spend it on someone else?" "Did anyone learn something about himself or herself as a giver?" "Who else would like to share how you felt about being told you had to spend it on someone or something other than yourself?"

TITLE: COMMONALITIES

MATERIALS:

None

PURPOSE:

To help students see that, in spite of obvious differences, they have many things in common with each other.

PROCEDURE:

1. Ask students to form a large circle.

2. Ask that all students who have a pet dog enter the center of the circle and walk about at random. Comment on the commonality, that is, they each have a dog. Have them look at each other, see who has this in common with them. Then ask them to return to their places in the circle.

3. Ask all students who remember their first day in the first grade to enter the circle. Again comment on their commonality. Return to large circle.

4. Ask all who remember what they dreamed last night to enter the circle. Again have them walk around. Ask them if they have been in the circle more than once, then have them go tot he large circle.

5. Ask those who wish they were rich and beautiful/handsome to get in the center. Ask them to look around and see if there are people with them who were in the center before. Ask them if they see anyone new in the group.

6. Ask those who have only been in the center once to enter the circle again. (Most likely there will not be many; perhaps none.) If there are none, comment that it is not rare that they should have more than one thing in common with others in the group.

7. Process. "How did it feel when you discovered you had so many things in common with people that you thought were different from you?"

TITLE: ARTIST AND BLOB

MATERIALS:

None

PURPOSE:

To help students relate to and relax with each other.

PROCEDURE:

1. Have students seated in a large circle. Have them pair off with the person to their right into dyads.

2. Tell them one is to be the artist, one a blob. The "artist" forms his partner into some kind of statue. The "blob" relaxes as much as possible until the statue is formed. "Artists" give their works a name and share with each other. Then "blobs" become artists and do the same.

3. Process. "Does anyone have a work of art so fantastic they would like us to see it?" "How did you feel when you were the artist and could form the blob into something beautiful?" "How was it to be a blob, to have someone moving you around like that?"

TITLE: PERSON-TO-PERSON ADJECTIVES

MATERIALS:

Copy of master 5.10, Person-To-Person Adjectives List, for every student.

PURPOSE:

To help students clarify what they value in other people.

PROCEDURE:

1. Explain to students that it is often hard for us to tell people what it is that we value in our friends. In this exercise students are to choose six words that are the most important things they value in their friends.

2. Hand out the list and give individual students ten minutes to choose six only.

3. Call time at ten minutes. Have students get in a circle of 6-10 students and share their six words. (As an option, if you have time, do all the sharing in one large circle.)

4. After everyone has shared, bring students into one large circle and discuss. "Do all our friends have all these qualities?" (The intent is to have students realize and verbalize that friends do not have to have all these qualities.) "If you value these in others, do you also value them for yourselves?" (Intent is to look at self values vs. what we value in others.)

TITLE: THREE PEOPLE

MATERIALS:

None

PURPOSE:

To help students reflect on characteristics that are important to them in other people.

PROCEDURE:

1. Have students get into groups of four. When seated, ask them to individually choose three people, still living, whom they would like to know. Give them two minutes to think quietly.

2. Ask students to share with their group the three people they chose and why they chose them.

3. After everyone has shared, in a large circle, process. "What was the strength the person had whom you wanted to know better?" "What does this say about how we choose people to know better?"

TITLE: PAIR UP

MATERIALS:

None

PURPOSE:

To see how observant of each other students are, and perhaps how we communicate ourselves.

PROCEDURE:

1. Have students form dyads.

2. Tell dyads to look very closely at each other, as through they were trying to "memorize" each other. One member of each dyad closes his or her eyes while the other changes something on his or her own person, such as untying his shoelaces. Then the observer opens his or her eyes and tries to identify the change.

3. Get students into large circle. Process. "Did you learn something about how observant, or unobservant, you are?" "What else did you discover about yourself during this activity?"

TITLE: EPITAPH

MATERIALS:

Pencils and paper for each student.

PURPOSE:

To help students focus on how they appear to others and what others think and feel about them.

PROCEDURE:

1. Ask students, in groups of five, to draw a large tombstone on their paper.
2. Have students think for a moment or two about other people's opinions and feelings about them.
3. Then, following the example of the inscriptions on old tombstones, complete this line in fifteen words or less: "Here lies..."
4. Have students share their epitaphs, if they like, and ask other group members if what they have written is accurate according to the others' perceptions of them.
5. Process. "What did you learn about others' perceptions of you?" "How did it feel?"

TITLE: EXPERIENCING TRUST

MATERIALS:

None

PURPOSE:

To help students realize there are various levels of trust and help students focus on their trust level in the group.

PROCEDURE:

1. Before the session, write the following list on the board:
   - Imitate the crowing of a rooster.
   - Give a two-minute talk about your best qualities.
   - Do a silent pantomime of a sleepy person brushing his or her teeth.
   - Recite a short nursery rhyme.
   - Balance a book on your head and walk across the room.
   - Read a short passage from any book in the room.

2. When students are seated, explain that the exercise will help them look at trust. Ask students to select the one activity they would most prefer to do and the one they would least like to do. Explain they may be asked to perform the task they selected as the one they most prefer to do.

3. When everyone has made their choices, by show of hands, note on the board the number of students that chose each option as number one.

4. In large group discuss the following: "How did you feel about the idea of performing?" "What relation might there be between people's choices and embarrassment?" "To what degree do you think your choice indicated your ability to trust others?"

TITLE: BLIND WALK

MATERIALS:

Blindfolds for half of the students.

PURPOSE:

To help students get in touch with their trust level.

PROCEDURE:

In using this activity, be sure there is space for movement (i.e., hall, outside, gym). Since students will be out of the room, check with the principal beforehand to explain what is going to happen.

1. Ask students to select one person they trust and go stand with him or her.
2. Ask the pairs to join into groups of 4, then 8, then 16, until the group is divided into two groups.
3. Ask one group to put on blindfolds.
4. Ask that each person in the other group select a blindfolded person and take him or her on a 5-minute walk. Stress they should be back in the room in 5 minutes and they should not disturb other classes. NO TALKING DURING THE WALK!
5. When they return, without discussion, have them switch roles for 5 minutes.
6. When they return, get everyone into a large circle for discussion. ***(IMMEDIATE DEBRIEFING IS CRITICAL.)

Debriefing questions:

1. "How does this exercise relate to trust?"
2. "Is trusting important?"
3. "How did you feel when you were blindfolded? Were you trusting?"
4. "How do you build trust?"

TITLE: DEAR T.L.C.

MATERIALS:

None

PURPOSE:

These letters are to be responded to by students. They are intended as a focus for discussion.

PROCEDURE:

1. Have students organize into groups of five. Explain that you have received a letter addressed to "Dear T.L.C." seeking advice like Dear Abby. You will read the letter and ask each group to discuss how the group would reply.

2. Enforce a fifteen minute time limit.

3. In a large group, have each small group report on their responses.

4. Process learning: "In discussing the letter I learned..." (Have each student, in turn, complete the stem or pass.)

Letter 1:
"Dear T.L.C.,

I like this boy (girl) but don't know how to tell him (her). I find myself teasing and being sarcastic. I know there must be other ways to say 'I like you.' What do you suggest?"

Signed,
Ready to Move

Letter 2:
"Dear T.L.C.,

I'm getting ready to move to this new school and need to know how I can make new friends. What do I do to make new friends?"

Signed,
Moving

Letter 3:
"Dear T.L.C.,

I've been going with the same person for two years and he (she) now wants to break up. I'm afraid because I'll be lost without that 'one' person. What advice can you give me?"

Signed,
Break-up

TITLE: POETRY/MUSIC "SELF EXPRESSION"

MATERIALS:

Record player

PURPOSE:

Periodically, and as students want to, a time can be set aside for self expression.

PROCEDURE:

1. Before this session, encourage students several times to bring poetry and music which says something about people and their relationships.

2. Have students sit in a large circle and explain that after someone shares his/her poetry or music, the group will discuss briefly (2-3 minutes) what the presentation was saying.

3. At the end of the session, ask students to complete: "Something I learned today about people was _____."

TITLE: MAKING AND KEEPING FRIENDS

MATERIALS:

Pencils, paper, chalkboard, chalk, poster board, magic markers

PURPOSE:

To discuss and determine guidelines for making and keeping friends.

PROCEDURE:

1. Ask the students to write down two qualities that they look for in a friend. Then, make a list of these qualities on the chalkboard. What words appear most frequently?

2. Ask the students to think of a friendship that they currently have. Tell them to write down one way in which they might improve the friendship and one way in which their friend might improve the relationship. List those ideas in two columns on the chalkboard. Compare and contrast the lists. What are the themes?

3. Discuss: "What did you do and/or say the last time a friend disapproved of you? How did you feel about this? What would you have done differently?"

4. Discuss: "Which do you think is harder for you--to make a friend or to keep a friend? Why?"

WRAP UP:

On poster board make a class list of guidelines for making and keeping friends. Post it in the classroom.

TITLE: VALENTINE'S DAY

MATERIALS:

Red and white paper, scissors, markers and paste

PURPOSE:

To identify qualities in particular friends.

PROCEDURE:

1. Give each student a piece of red and white paper. They should cut a red heart and paste it on white paper in some manner.

2. Have them divide the heart into four quadrants and in each write the following: "My friend is....."

3. They are to write qualities they see in a particular friend.

WRAP UP:

Have students give hearts to their friends.

FOLLOW-UP:

Next session, discuss how they felt when they gave their friends the card. How did the friend react?

RELATED ACTIVITY:

Collect responses and make a list on butcher paper of what friendship means to the students.

TITLE: HOW ARE WE DIFFERENT?

MATERIALS:

Paper and pencils, construction or butcher paper, markers

PURPOSE:

To discover the differences between boys and girls.

PROCEDURE:

Begin the session by telling the group that for the first part of the period they are to divide into pairs, with two girls or two boys in each pair. If you have an even number of boys and girls you will have no problem. However, you might have to have three girls in one group or three boys in one group (or it might be fun to have one boy-girl group if you have an odd number). Tell each pair that they are to make a list of all the things they can think of that girls like to do (that they think are girl things) or that boys like to do (that they think are boy things)--habits, personality traits, ways of acting, anything they can think of.

Give them ten to fifteen minutes to complete their first lists, and then, for the last part of the discussion, bring them back into the group and allow each couple to share its list.

WRAP UP:

If time remains in this session, compile one group list. You might appoint a secretary to list, on large pieces of construction paper or butcher paper, the consensus of this group--eliminating statements that the group agrees are specifically "boy statements" or specifically "girl statements."

TITLE: THE TROUBLE WITH BOYS...GIRLS

MATERIALS:

None

PURPOSE:

To become sensitive to the personality differences between boys and girls at this age.

PROCEDURE:

Begin the session by saying: "Today I want you to be thinking about the main problems that boys have in getting along with girls, and the main problems girls have in getting along with boys. Let's really get it out in the open and be honest about it today. You can tell us about a problem you have in getting along with a boy or a girl, or you can tell us about problems in general that you think kids your age have in getting along with boys and girls. Then we'll talk about them and see if we can come up with any possible answers for handling those situations."

After you've said that, encourage the children to offer experiences about communication difficulties with the opposite sex and look for similarities in responses. For example, if someone says, "Boys are always teasing me and calling me names, and I don't know what to do about that,' you might say (after you've reflected what she said), "Does anyone else have that problem?" Get five or six girls to say that that's their problem, and then have them analyze why they think that happens. Just let this process carry on until the end of the discussion.

WRAP UP:

The students will become sensitive to the personality differences between boys and girls at this age. This activity could expand into several sessions.

TITLE: WHAT BUGS YOU

MATERIALS:

Pencil and paper

PURPOSE:

To help the students examine and question the things that adults do that "bug" them.

PROCEDURE:

To help the students examine and question the things that adults do that "bug' them.

Individually have the students write down on a piece of paper, one thing that adults do that bothers them. Have them write these in relation to some adult that they think nags or hassles them too much.

WRAP UP:

These can be drawn from a box and discussed or some might lend themselves to role-playing situations. Discuss ways in which the students can handle the things that bug them.

TITLE: WHO AM I?

MATERIALS:

Pictures of famous men and women, movies stars, TV personalities, sports figures, etc. (Enough pictures for each student to have one), pins or tape.

PURPOSE:

To communicate and interact with each other.

PROCEDURE:

Pin a picture onto each student's back, without letting the student know his identity.

The object of the game is to "guess your identity."

Rules:

a. Students must ask other students questions to figure out who the famous person is on their back.
b. Questions must be asked in such a way that can be answered "yes" or "no."
c. Students are allowed to ask another person only two questions and then must move on to talk to other students.

WRAP UP:

Note: This game forces students to communicate and interact with each other. The game also puts the student into a position in which they need help from each other in order to discover their "identity."

Stress that each student needs to talk to as many students as possible.

TITLE: PEOPLE I ADMIRE

MATERIALS:

Paper and pencils.

PURPOSE:

Most people admire others and emulate qualities they observe in others. Usually the people we most admire are those are are successful at something we would like to do well. Here students will examine qualities they admire in others to identify personal goals for themselves.

PROCEDURE:

The students will list admirable qualities they observe in other people. They will then take steps to apply these same qualities to their own goals and behavior.

DIRECTIONS:

1. Have the students list five people they admire. Those listed must be real people, but they can be known personally or be famous people that the student has never met.

2. Next to each person's name, have the students list at least five things that make the person admirable. For example: "My Father: (1) He is considerate; (2) He is brave; (3) He buys me presents; (4) He is responsible; (5) He can be trusted."

3. The students now have created a list of qualities that they admire. Have them circle each quality that they think also applies to themselves. Have them put a star by each quality they would like to incorporate in their own lives.

4. Finally, have them list at least two things they can do to incorporate the starred items, and write a self-contract for each. Example: "Be brave: (1) Tell my mother right away when I break something. (2) Tell my friends I don't want to play when I really don't want to."

5. Later, have the students record their progress and report on their success or failure with self-contracts.

FOOTNOTE:

This activity can be done by first listing various qualities and then asking students to list people who demonstrate each quality. For example: "List three people who are creative, who are brave, who are honest or who are successful."

TITLE: PURSE AND WALLET

MATERIALS:

None

PURPOSE:

To get students to share something from their purses/wallets/pockets and, in sharing the things, share a little of themselves.

PROCEDURE:

1. Ask students to divide into groups of five. Suggest they get with students they do not already know well.

2. After they are in groups explain that you would like them to find something in their purses/wallets/pockets that tells something about them and share it with their group, explaining what the item is and why they chose it.

3. Teacher should model sharing something (the openness of the teacher's sharing will set the model for student sharing).

4. Ask each student to share, spending no more than one minute each.

5. After everyone has shared in his or her group of five, move back into a large group.

6. In the large group, ask students how they felt about their group before they began and after the sharing.

Students should sense some minimal increase in closeness and groupness after the sharing.

TITLE: FAMOUS NAMES

MATERIALS:

Name tags (1 per student) with a famous person's name on it (list follows).

PURPOSE:

To get students mixing, and in a structured, nonthreatening atmosphere, talking to each other through sharing in a common experience.

PROCEDURE:

1. Before the session, make the following sign on a big sheet of paper and post it.
   STUDENTS: As you enter, see the teacher to get a famous name. The name will be put on your back. Your objective is to find out who you are. You may ask anyone only two questions that can only be answered yes or no! (Good luck!)

2. As students enter have them read the sign and put names on their backs. (Monitor, in a lighthearted way, for two questions only to any person and yes or no responses.) Allow the game to continue until most students know who they are, but allow no more than 20 minutes.

3. Process. "Did the Famous Names help you talk to many people?" "Will talking to many people help our group?"

Possible Famous Names

Cheryl Tiegs
Barbra Streisand
Snow White
Mickey Mouse
Big Bird
Ronald Reagan
Santa Claus
Earl Campbell
Mork
Billy Graham
Reggie Jackson
Mindy
Miss America
The Fonz
Howard Cosell
Danny White
Tony Dorsett
Evil Knievel
Superman
Buck Rogers
Dan Rather
Michael Jackson
Benji
Willie Nelson
George Jefferson
Waylon Jennings
Archie Bunker
Mr. Spock
Mick Jagger
Tammy Wynette
Aretha Franklin
Johnny Rodriquez
Loretta Lynn
Wonder Woman
Robin Hood
Nancy Drew
Diana Ross
Darth Vader
Quincy
John Travolta
Adana
Snoopy
Jimmy Connors
Jack Nicklaus

TITLE: PROVERBS

MATERIALS:

Copies master 3.10, "Proverbs," cut up to allow a half proverb for each student.

PURPOSE:

To get students mixing well with each other.

PROCEDURE:

1. Before the session, prepare proverbs. Duplicate master 3.10 and cut as shown.
2. Arrange room so there is a large open space.
3. When students are seated, explain that you are going to give each student part of a famous saying and their task in the next 10 minutes will be to find the other half of their famous saying.
4. Give an example of a saying:
   Student 1 would have "A bird in the hand"
   and
   Student 2 would have "is worth two in a bush."
5. Give out sayings, sit back and enjoy.
6. At end of time, ask any pairs to share their saying with the whole group.
7. In a large group discuss. "What is your saying trying to tell us?"

TITLE: ROLE PLAY

MATERIALS:

Duplicate one copy of master 3.11, Role Play Description, for demonstrators.

PURPOSE:

To allow students a safe arena where they can try on new behaviors in order to see what they feel like. In the following three role plays, students will watch and discuss alternative ways of communicating with other people.

PROCEDURE:

1. Before the session, arrange chairs in groups of six. Arrange the groups of six so they can watch a role play.

2. When students are seated, explain that they are going to watch a communications role play. After the role play, each group is to decide on an alternative way of handling the situation.

3. Ask for two volunteers and give each his or her role sheet. Do not tell the class their roles.

4. After the demonstration, ask for a student to explain the situation as he or she saw it. Continue the discussion until you get an accurate situation described.

5. Give the groups 10 minutes to prepare an alternative.

6. After 10 minutes, call time and have groups share their alternatives through role play demonstrations.

7. After presentations, in a large group, process. "What I learned in this exercise about communications is _____."

TITLE: ORCHESTRA

MATERIALS:

None

PURPOSE:

To help students learn to communicate through rhythm, with their bodies, and with sounds other than words.

PROCEDURE:

1. Split class into two groups.
2. Let each group choose a conductor and have them sit in a semi-circle, conductor facing them.
3. Everyone is to create a sound (not words) or rhythm, using voice (not too loud!), hands, feet, etc. The group conductor leads them in rehearsal.
4. After five minutes of rehearsal, let groups perform for each other.
5. In a large circle, process. "What did you learn about communicating in this way?"

TITLE: ACCIDENT REPORT

MATERIALS:

Copy of master 3.15, Accident Report Sheet, and a pencil for each student, cassette recorder if possible.

PURPOSE:

Students will learn difficulties in transferring information accurately and will want to improve their skills in this area.

PROCEDURE:

1. Ask for six volunteers to play the report chain. Give them numbers one through six and send them out of the room.

2. Give each of the remaining students an Accident Report Work Sheet. Read over the Accident Report with the class and explain that you will call in the first member of the report chain and read him or her the accident report. the first member will then call in the second member of the report chain and will retell the report tot he best of his or her ability. Then the second member will call in the third, and so on until all have been called in and hear the report from the person just ahead of him or her on the report chain. (You may wish to record all the repetitions.)

3. As each member reports to the next on the chain, the rest of the class is to note any changes in the new version from the previous report on the blanks on the work sheet.

4. As soon as the sixth member of the report chain repeats the accident report to the teacher and class, the teacher reads the initial report once more.

5. Discuss with students the difficulties in transferring information accurately, the reactions of the six members of the reporting chain, and their feelings as they tried to concentrate on the message.

TITLE: POETRY/MUSIC "SELF EXPRESSION"

MATERIALS:

Record player

PURPOSE:

Periodically, and as students want to, a time can be set aside for self expression.

PROCEDURE:

1. Before this session, encourage students several times to bring poetry and music which says something about the art of communications.

2. Have students sit in a large circle and explain that after someone shares their poetry or music, the group will discuss briefly (2-3 minutes) what the presentation was saying.

3. At the end of the session, ask students to complete: "Something I learned today about communications today was..."

TITLE: WHAT'S YOUR PROBLEM?

MATERIALS:

3" by 5" cards and pencils

PURPOSE:

To allow students to ask for help with a problem, and to allow students to initiate discussion on a topic of their choice.

PROCEDURE:

1. Explain the objective.

2. Explain that you will be handing out a 3" by 5" index card. Students are to write down three problems they would like to have the class discuss or three topics they would like to have the class discuss. Students are not to put their names on them. The cards should be collected by you. You then choose items from the cards for class discussion.

3. These cards should be kept for future days when you finish another lesson early.

4. Every few weeks repeat this lesson to give students a chance to bring up new issues.

TITLE: HELPING OTHERS

MATERIALS:

Pencil and paper

PURPOSE:

To discover different ways a facilitator is able to help other individuals.

PROCEDURE:

Place students in groups of 3 to 4 and have them list ways of "helping" in the situations listed below. Remind students they can help others in other than physical ways.

Discussion starters:

Your friend is feeling very low because he lost the race in a track event, I can...

Your dad's brother died, and Uncle Jim meant a lot to you also...

Jean has just broken up with her boyfriend and she hates everybody...

Shirley stands around at lunch time with no one to talk to...

WRAP UP:

Allow groups to share their responses. Other topics can be added as they apply to the group you are working with, the team students belong to, and/or a situation in the school.

TITLE: LIARS' GAME

MATERIALS:

Paper and pencil

PURPOSE:

To discover how easy/difficult it is discerning fictional and nonfictional statements from other individuals.

PROCEDURE:

1. Ask each person to number his/her paper from one to whatever number is in the group.

2. Begin around the room with each person making one statement about him/herself that is totally true or totally false.

3. Other members of the group write "true" if they think the statement is true or "false" if they think the statement is false.

4. Go around the room letting each person give the correct answer for his/her statement. Let each person grade his/her own paper.

WRAP UP:

See if the class can come to consensus on why it was easy/difficult to tell whether statements were true or false.

Allow time for individuals to discuss statements with each other quietly.

TITLE: HEADTRIP LABELS

MATERIALS:

Headtrip labels for activity, scotch tape

PURPOSE:

To increase awareness and effect of positive and negative peer pressure.

PROCEDURE:

1. Teacher cuts labels into strips and tapes labels on students' foreheads.
2. Students are instructed to "mingle around" and react to each person according to their label. (Students may not look at their own labels.)
3. After 5-10 minutes the students are seated and leave their labels on.
4. Each student tells how it felt to have the label on and tries to guess what it says. He then removes it and reads it to the group.
5. Discussion: What you learned from this activity about positive peer pressure? How many of us wear invisible labels each day? What would it be like to always wear your label?

LABELS

Touch me when you talk to me.

Stay away from me.

Yell at me when you talk to me.

Look at my feet when talking to me.

Stare over my head when talking to me.

Use hand gestures when talking to me.

I'm very intelligent.

I'm shy, encourage me to talk.

I love to talk about $.

Talk to me like everything's a secret.

I love to flirt, give me a compliment.

I'm ok. Tell me.

I'm not ok. Feel sorry for me.

I'm physically fit. Let me know it.

TITLE: EXPERIMENT IN COOPERATION

MATERIALS:

Patterns for the 5 squares in 5 separate envelopes.

PURPOSE:

To become more sensitive to the way in which one's behavior may help or hinder joint problem-solving.

PROCEDURE:

1. Before class, prepare a set of squares and an instruction sheet for each five students. (See attached.)

2. Divide the class into groups of five and seat each group at a table supplied with a set of envelopes and an instruction sheet.

3. Ask that the envelopes be opened only on signal.

4. Begin the exercise by asking what cooperation means. List on the board the requirements for cooperation. For example:

   a. Everyone has to understand the problem.

   b. Everyone needs to believe that he can help.

   c. Instructions need to be clear.

   d. Everyone needs to think of the other person as well as himself.

5. Describe the experiment as a puzzle that can be solved only by cooperation. Read the instruction sheet aloud; point out that each table has a reference copy; then give the signal to open the envelopes. Emphasize <u>No Talking</u>.

6. When all or most of the groups have finished, call time and discuss the experience.

TITLE: SUGGESTED REACTION STATEMENTS FOR "FISH BOWL"

MATERIALS:

Copies of the following:

PROCEDURE:

1. Discuss how you feel about _____ and why.

   A. cheating on homework, tests, etc.
   B. doing well on an assignment
   C. cutting in the lunch line.
   D. pushing and shoving in the halls.
   E. helping a friend.
   F. helping someone you do not know.
   G. Getting a compliment from a teacher; a fellow-student; a parent; a principal.
   H. getting criticized by a teacher; a fellow-student; a parent; a principal.
   I. being alone.
   J. being happy.
   K. being angry.
   L. being with people.
   M. having a friend.
   N. what a friend is.
   O. add your own statements - modify the content of the questions.

Let students hand in their own questions; T/A should screen questions before putting them in the "Fish Bowl."

VI. DISCUSSION TOPICS

TITLE: DISCUSSION TOPICS

MATERIALS:

None

PURPOSE:

For teachers and students who like a discussion format, the topics related to this section will serve as a basis for structuring learning through discussion.

PROCEDURE:

1. Have students sit in one large circle with you.
2. Explain that you would like to have a discussion. The discussion has no ending. There is no one "right" or "wrong" answers. Remind students of the rules for group discussion, especially that only one person talks at a time so that everyone can be heard.
3. Introduce the topic and facilitate group interaction.
4. At the end of the discussion ask for someone to summarize the discussion.
5. Process. "One way this discussion was of value to me was _____."

Discussion Topics:

1. "What do we mean when we say 'communications'? Do we need to communicate? What are all the ways we communicate?"
2. "How do you feel when you're talking and no one is listening? Is it important to listen?"
3. "People sometimes say, 'Give me straight talk.' Why would people have to say this?"
4. "How do people communicate nonverbally? Do we need to listen to nonverbal communications?"

TITLE: INNER-OUTER DISCUSSION

MATERIALS:

None

PURPOSE:

To help students think about the ways they communicate with others and the effectiveness of their own communications.

PROCEDURE:

1. Have students number off by 2's. Have all ones make a tight circle. Than have all twos make a circle outside the circle of ones. Tell the inner circle that you're going to ask them to discuss with each other the question, "How do I honestly communicate with myself?" Emphasize honesty. Tell the outer circle that they're to sit very silently and listen. Each of them might pick just one person to watch and listen to. They will get a chance in three minutes to become the inner circle and show how well they listened by repeating what the inner circle people said.

2. Tell the inner circle to begin. "Remember, the question is, 'How do I honestly communicate with myself?"

3. After three minutes, ask the inner and out circle members to exchange positions. "Now, inner circle, show you were really listening by repeating what they said." After one minutes, say: "Inner circle, now it's your turn. I want you to discuss for three minutes 'How do I honestly communicate with my friends?' Begin now, and outer circle listen only."

4. After three minutes, have the groups change again. Have the new inner circle spend one minute repeating what they heard. Then say, "Now you have three minutes to answer the question 'How do I honestly communicate with my teachers?"

5. After three minutes, have the groups change once more. Give the new inner circle one minute to repeat what they heard from the former inner circle. Then say, "Now, inner circle, you have three minutes to discuss with each other how you honestly communicate with your parents."

6. Have the inner circle join the outer circle, so they are in one large circle to process. "Would anyone like to share anything he or she learned about communications?" "Did anyone communicate differently with different people or see some changes you need to work on?"

TITLE: STEMS

MATERIALS:

None

PURPOSE:

"Stems" is to structure positive responses using sentence stems. Any student should be allowed to pass. Use only one stem per session. Choose one which is relevant to the day's session.

PROCEDURE:

1. Ask students to form a circle with you.

2. Explain that you are going to start a sentence and you would like for each student in turn to complete it. If a student chooses to pass, make passing acceptable.

3. Give an example by saying the sentence stem, then repeat the sentence stem and complete it yourself. (Your completion will model for the students.)

4. In a structured way (left to right) ask each student to say the start of the sentence (important!) and to complete it.

Examples:
Teacher (stem) "I feel good when..."
Teacher (completion) "I feel good when people say positive things to me."
Student "I feel good when..." (Ask to make stem into full sentence.)
Student "I feel good when I go home."

Stems

A time when I listened well was _____.
When I know I've been heard I feel _____.
A time when talking something over helped was _____.
I know other people are listening when they _____.
A time I communicated without words was _____.
Talking with someone older makes me feel _____.
When a baby cries I know _____.
When someone shouts I _____.

Stems

One thing I like about me _____.

One thing that makes me happy _____.

I am proud that I _____.

I feel good when _____.

I get excited when _____.

My clothes say I'm _____.

Something I do well _____.

My greatest strength is _____.

Someone I'd like to be like _____.

I feel comfortable when _____.

I'm good at _____.

I feel different from other people because _____.

How I react when I'm successful _____.

Seeing good results from my behavior _____.

Something which gives me a feeling of power _____.

When I feel I've done a good job I _____.

My favorite way to get praise is _____.

My way to get attention from others is _____.

the way I solved a problem I had was _____.

Something I'd like to change about myself _____.

A TEENAGER'S PRAYER

Oh Supreme Being, and I don't mean me:
Give me the vision to see my parents as human beings because if they aren't, what does that make me?
Give me vocabulary because the more I say *you know*, the less anyone does.
Give me freedom from television because I'm beginning to suspect its happy endings.
Give me sex education to correct what I first heard from thirteen-year-olds.
Give me homework to keep me from flunking Free Time.
Give me a map of the world so I may see that this town and I are not the center of it.
Give me the knowledge that conformity is the enemy of friendship.
Give me the understanding that nobody every grows up in a group so I may find my own way.
Give me limits so I will know I am loved.
And give me nothing I haven't earned so that this adolescence will not last forever.

Amen.

Author unknown. Jim Garvin of Gordon College (MA) found it pinned to his office door one day. It warrants recognition and attention.

DISCUSSION STARTERS

Keep in mind
that each of us is special
because we are different
we have come together
in this friendship
because we have our differences
to bring to each other
so listen to me
as I listen to you
we will hear ourselves
grow into the realization
of expanding mutual respect

Diane Westlake

The finest kind of friendship
is between people who
expect a great deal of each
other but never ask it.

Anonymous

What you think of yourself is much more
important than what others think of you.

Seneca

Our greatest glory consists not in never falling,
but in rising every time we fall.

Oliver Goldsmith

My code of life and conduct is simply this: work hard; play to the allowable limit; disregard equally the good and bad opinion of others; never do a friend a dirty trick...never grow indignant over anything...live the moment to the utmost of its possibilities...and be satisfied with life always, but never with oneself.

George Jean Nathan

A man should never be ashamed to say he has been wrong, which is but saying in other words that he is wiser today than he was yesterday.

Alexander Pope

What do we live for, for it is not to make life less difficult for each other?

George Eliot

The purpose of life is not to be happy--but to matter, to be productive, to be useful, to have it make a difference that you lived at all.

Leo Rosten

Maturing is the process by which the individual becomes conscious of the equal importance of each of his fellow man.

Alvin Goeser

I can live for two months on a good compliment.

Mark Twain

The most skillful flattery is to let a person talk on, and be a listener.

Joseph Addison

Enjoy your own life without comparing it with that of another.

Marquis de Condorcet

Happiness doesn't come from doing what we like to do but from liking what we have to do.

Wilfred Peterson

-Do not judge your friend until you stand in his place.

-Let us be the first to give a friendly sign, to nod first, smile first, speak first, and--if such a thing is necessary--forgive first.

-The only way to have a friend is to be one.

-A friend is a person with whom you dare to be yourself.

-Politeness is a small price to pay for the good will and affection of others.

-Some people give and forgive; others get and forget.

-You grow up the day you have your first real laugh--at yourself.

-Be cheerful. Of all the things you wear, your expression is the most important.

-Always speak the truth and you'll never be concerned with your memory.

-Every man's work is a portrait of himself.

-A good memory is fine--but the ability to forget is the true test of greatness.

-I had no shoes and complained until I met a man who had no feet.

-Before you flare up at any one's faults, take time to count ten--ten of your own.

-We are never more discontented with others than when we are discontented with ourselves.

-The greatest calamity is not to have failed; but to have failed to try.

-Try to fix the mistake--never the blame.

-One learns manners from those who have none.

-There is no right way to do the wrong thing.

-If you blame others for your failures, do you credit others with your successes?

-When success turns a person's head, he is facing failure.

-The greatest of faults is to be conscious of none.

-It's smart to pick your friends--but not to pieces.

-Silence is a talent as greatly to be cherished.

-Who gossips to you will gossip of you.

-To handle yourself, use your head; to handle others, use your heart.

-Actions speak louder than words--it is by our deeds that we are known.

-If you were somebody else, would you want to be friends with you?

-You cannot use your friends and have them too.

-Nobody raises his own reputation by lowering others.

SIGNS OF MATURITY

1. Do I think of others before myself?
2. Do I take pride in my appearance and personal belongings?
3. Do I show consideration to others at all times?
4. Do I show my appreciation for the little things that others do?
5. Do I try to say at least one sincere nice thing to someone each day?
6. Do I demonstrate behavior that I can be proud of at all times?
7. Do I admit when I am wrong?
8. Do I really like myself?
9. Do I always try my best at whatever I attempt?
10. Do I always portray my true self?

COMMENTS ON JUNIOR HIGH SCHOOL

I'm looking forward to going to
junior high school.

I'm excited and a little nervous.

Somehow all the kids seem to like it,
but they love telling horror stories
about what goes on there.

My parents are the ones who are
really nervous.

If they ask me once more if I'm
scared, I think they'll
convince me that I am.

Instead of one room a day I now have eight.

If I couldn't please one teacher,
how can I satisfy you all?

I can't even find your room.

I'm lost.

My God, I found the room and
I Don't know which seat is mine.

I hate you.

You always get me into trouble.

Sometimes I go to you too often.

You make me late to class.

I get angry at you.
My teacher gets angry at me.

You give me nightmares.

Does it mean I'm crazy if I
dream about lockers?

Homework in every subject.
Tell me what to do first.
Which is more important?
Each teacher says his subject is.
How can I be organized
when I can't even remember
my schedule?

I'm comfortable in a school
with strict rules.

If I went to a school without rules,
I'd get the feeling no one cared.

School lunch is great in September
good in October
fair in November
bearable in December
dull in January
poor in February
bad in March
awful in April
disgusting in May
inedible in June

ON FEELINGS OF JOY AND INSECURITY

Everytime I get in trouble
You remind me of everything I've
ever done wrong in my life.

I'm not too sure what kind of person I am...
but you're convincing me I'm bad.

When something goes wrong
I wish we'd all just try
to solve the problem
Rather than looking for who to blame.

Parents, teachers, and counselors
always agree on one thing about me.

No matter what
I do, they say,
"I'M NOT WORKING UP TO
MY ABILITY."

I'm sorry but I can't say I'm sorry.

I'm frightened but I'll never admit it.

I want you to like me but I do things
to get you angry.

I forget my homework when I do it.

I break my promise to try harder.

I sometimes cheat even when
I know the answers.

Don't you know that when I'm bad,
I'm in the most pain?

Please don't give up on me...
Everyone else has.

My Country
Right or Wrong...

My friends can do no wrong.

It seems to me that parents of teenagers
have a lot in common.

They never like their children's friends.

There are three types of teenagers
according to teenagers:

1. the fags or the good kids
2. the jocks or the athletes
3. the cool kids or the ones
that "hang out."

It's impossible to be a fag and a jock
or a fag and cool.

Why is it if a girl
likes shop, it's O.K.,

But if a boy likes
home economics, he's a "fag?"

Thanks for telling me that when she tripped
me she was just flirting with me.

I didn't know she liked me.

It's hard to believe this sex thing is
going to get betters.

I love to play ball but I hate gym.
Please don't ask me to undress.
I'm skinny,
I'm fat,
I'm tall,
I'm small,
I have no hair,
I have too much hair,
I don't even need a bra.

ON TEACHERS

Something must be wrong with me.
I work hard in the
subjects in which I get
good grades
and goof off in the
subjects that I'm failing.

I'm comforted to know that Edison and
Einstein were failures in school.

I hope they make my teachers
uncomfortable.

I'm a teenager--teach.
I go to your school.
It's not mine, it's yours.
How can I be happy in someone else's house?
You force me to attend
and live by your rules.
I'm frightened of you, the building, and
the new kids from different schools.
I show off a lot
to make everyone think I'm not scared.
I'm not sure of myself.
There are many questions about me
and hardly any answers.
I am not comfortable with my own body.
Help me, please,
I don't know who I am.

No matter what subject is taught
these questions are universal:

Does spelling count?
Do we have to use ink?
Should we "head" our paper?
Is this a quiz or a test?
How much does it count toward
our grade?
Is this going to be on the test?

Why is it when a teacher gives a test on
material that was covered on an earlier
test, the children say it's unfair?
Are we allowed to forget it after the test?

That's why learning should be a journey,
not a destination.

I'll risk being wrong
when you help me to understand.

I'll try harder when you praise my efforts.

I'll withdraw if you are nasty or sarcastic.

Detention again...
I didn't do my homework.
I was talking in class.
I knocked my friend's books down.
I forgot my pen.

I wish someday you'd just ask me
to stay after class.

I want so much to talk to you.

Don't say, "Why didn't you ask me?"

The invitation must be yours.

You spoke to me of love,
I doubted you.

You spoke to me of caring,
I doubted you.

You spoke to me of my self-worth,
I doubted you.

You came to the hospital to visit me,
I believed everything you said.

I sometimes hate myself.
I'm ugly, I'm black, I'm tall, I'm small,
I'm skinny, I'm fat, I'm dumb.

When you say we're all created equal,
you lie!

When you treat us all as equals,
I begin to believe.

Why is it

I smile when you smile,
Laugh when you laugh, and
Feel threatened when you scream?

For forty minutes you're in control of
my emotions.

Do you see me when you
look out at all of our faces?

Am I just part of the crowd?
Do you know my name?

Did you notice...

I typed my book report?
I bought a binder for my
lab assignment?
I smile during your class?

I look for any intimate sign of recognition...

"95%" on a test is fine.
"90%"--"Excellent effort! I like your
description of the farmer's family."

...is ecstasy!

I love you when you're nice.

I hate it when you're mean.

I get nervous when students get
away with being bad.

You must be in charge.

If they don't respect you,
they'll pick on me.

I'm nervous in your class when
you say we're all bad.

I'm angry when you punish us all
especially when I'm not involved.

I'm calm when you're in control--
"uptight" when you lose your "cool."

I'm happy when you are able to
orchestrate success.

When our principal comes into our room,
A miracle occurs.

Your voice becomes pleasant,
You answer our questions kindly,
You are friendly and even smile,
You ask us if we understand.

I wish I knew my principal's magic.

It began to snow outside and you
became angry because we noticed.

Every teacher thinks his class
is the most important.
Every child thinks he or she is.
The great teacher makes you
feel these ideas are compatible.

I admire a teacher most when
the bell at the end of the class is
met buy a chorus of disappointed sighs.

The best teacher helps me
to do more than
answer the questions.

The best teacher encourages me
to question the answers.

Going into some teachers' classrooms
is like going into church.

The time is precious,
The content is challenging,
The tone is serious,
And the lesson is inspiring.

I think a good teacher is a magician.

His classroom becomes a stage.

The same group which was vicious
and unruly the period before becomes
tranquil and cooperative.

Isn't it a pity the good teacher can't
export the magic?

Why is it some teachers
inspire fear

While others inspire enthusiasm?

The tone of each room
is the creation of the teacher,
not the class.

In some classrooms I feel welcome.

In some I'm comfortable.

In some classrooms
I feel I'm a violation of the
teacher's space.

---

they talk, talk, talk about
the new curriculum!

I'd rather have the best teacher
with the worst curriculum

Than a poor teacher with the
best curriculum.

When you tell us we're your bad class,
we act the part.

When you tell us we're your good class,
we act the part.

Is that what you mean by a
self-fulfilling prophecy?

When I do poorly
Everyone looks for who to blame.

When I do well
Everyone takes the credit.

When I do well
Everyone should get me to help
someone else.

It's more important to me
how you respond to my
poor answers than to the
correct ones.

Remember, when I'm wrong,
it simply validates
my poor image of myself.

When you give notes faster than I can write,
I feel I don't need you.
I see a teacher talking to a class of 30.
Then I see the teacher talking to an empty
room with tape records on the seats.

Finally, the teacher is gone and his tape
recorder talks to the students' tape records.

I used to feel you liked me if
you did everything for me.

Now I know you were right when you
helped me to do it myself.

Caring is helping someone to grow
even if it means away from you.

When you asked me to list the problems
the early settlers had when they came to
America, I forgot my notes.

When you told me to think of the problems
I'd have if I was lost in the woods, I
remembered all the answers.

So why do you continue to make me
memorize unimportant facts? Isn't it more
important to teach me how to learn?

The Cold War is heating up.
The police are on strike.
There is a revolution in the Middle East.
A cross was burned on my neighbor's lawn.
There is a flood in India.
A boy from the high school OD'd in
the cafeteria,
and in history class we just
reviewed for tomorrow's test.

I wanted to thank you,
visit you,
write you,
and show my appreciation
for the rest of my life.

As years passed I realized
you'd know that I love you,
and can find my own way
because of you.

But...I'll always remember
my favorite teacher.

Everyone does.

When I'm bad
I know I'm wrong.

I can't admit it in front of the class.

I want you to love me when I'm
most unlovable.

A SHORT COURSE IN PUBLIC RELATIONS

THE SIX MOST IMPORTANT WORDS:
"I admit I made a mistake"

THE FIVE MOST IMPORTANT WORDS:
"You did a good job"

THE FOUR MOST IMPORTANT WORDS:
"What is your opinion"

THE THREE MOST IMPORTANT WORDS:
"If you please"

THE TWO MOST IMPORTANT WORDS:
"Thank You"

THE ONE MOST IMPORTANT WORD:
"We"

THE LEAST IMPORTANT WORD:
"I"

3GUID165

YESTERDAY...TODAY...AND TOMORROW

There are two days in every week about which we should not worry, two days which should be kept free from fear and apprehension.

One of these days is YESTERDAY with it's mistakes and cares, its faults and blunders, its aches and pains. YESTERDAY has passed forever beyond our control. All the money in the world cannot bring back YESTERDAY. We cannot undo a single act we performed. We cannot erase a single word we said...YESTERDAY.

The other day we should not worry about is TOMORROW with its possible adversaries, its burdens, its large promise and poor performance. TOMORROW is also beyond our immediate control. TOMORROW'S sun will rise, either in splendor or behind a mask of clouds...but it will rise. Until it does we have no stake in TOMORROW, for it is as yet unborn.

This leaves us only one day...TODAY. Any man can fight the battles of just one day. It's only when we add those two awful eternities...YESTERDAY and TOMORROW that we break down. It's not the experience of TODAY that drives men mad...it's remorse or bitterness for something which happened YESTERDAY and the dread of what TOMORROW might bring.

Let us, therefore, live but one day at a time and leave the rest to GOD.

"THIS IS TODAY"

TODAY is here. I will start with a smile and resolve to be agreeable. I will not criticize. I refuse to waste my valuable time.

TODAY has one thing in which I know I am equal with all others--TIME. All of us draw the same salary in seconds, minutes, hours.

TODAY I will not waste my time, for the minutes I wasted yesterday are as a vanished thought.

TODAY I refuse to spend time worrying about what might happen. I am going to spend my time MAKING things happen.

TODAY I am determined to study to improve myself, for tomorrow I may be wanted, and I must not be found lacking.

TODAY I am determined to do things I should do. I firmly determine to stop doing the things I should NOT do.

TODAY I begin by doing, and not wasting my time. In one week I will be miles beyond the person I am today.

TODAY I will not imagine what I would do if things were different. They are NOT different, I will make success with what material I have.

TODAY I will stop saying, "If I had Time," for I will never "find time" for anything - If I want time, I must TAKE IT.

TODAY I will act toward other people as though this might be my last day on earth. I will not wait for tomorrow. TOMORROW never comes.

TODAY IS THE FIRST DAY OF THE REST OF MY LIFE.

Ten Commandments of Human Relations

1. SPEAK TO PEOPLE. There is nothing so nice as a cheerful word of greeting.

2. SMILE AT PEOPLE. It takes 72 muscles to frown, only 14 to smile.

3. CALL PEOPLE by name. The sweetest music to anyone's ears is the sound of his own name.

4. BE FRIENDLY and helpful. If you would have friends, be a friend.

5. BE CORDIAL. Speak and acts as if everything you do is a genuine pleasure.

6. BE GENUINELY interested in people. You can like almost everybody if you try.

7. BE GENEROUS with praise--cautious with criticism.

8. BE CONSIDERATE with the feelings of others. There are usually three sides to a controversy; Yours, the other fellow's, and the ride side.

9. BE ALERT to give service. What counts most in life is what we do for others.

10. ADD TO THIS a good sense of humor, a big does of patience and a dash of humility, and you will be rewarded many fold.

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TITLE: FIRST IMPRESSIONS

OBJECTIVE:

Students will be provided opportunities to become acquainted with other members of a group; the activity will promote feedback and self-disclosure among participants regarding initial perceptions.

MATERIALS:

Blank name tags, "Labeling Category List" for each participant, Interview sheet and pencils or markers.

ACTIVITY:

Classroom/small group

The group size for this activity is unlimited. The time required will be approximately one class period. A room large enough to allow participants to move around and talk in dyads will be needed.

Phase One:

The facilitator describes the activity and discusses its goals. The facilitator presents a lecturette on first impressions. The facilitator distributes a copy of the Labeling Category List to each participant. He instructs each participant to copy each category on a separate blank name tag, label, or strip of masking tape. Participants mill around and choose a person who best fits each category. Participants stick a category label on the clothing of the person they select and engage in a one-minute conversation with that person. (Approximately twenty minutes.) The facilitator forms groups of five to seven members each and instructs them to discuss their reactions to being categorized and labeled (or not labeled) by others' first impressions. (Approximately fifteen minutes.)

Phase Two:

The facilitator forms dyads, instructing participants to choose someone whom they would like to know better. When all dyads are formed and seated separatedly, the facilitator distributes a copy of the Labeling Interview Sheet to each participant and answers procedural questions. Dyads are allotted ten minutes (five minutes per person) for interviewing. The facilitator stresses the use of nontraditional questions by the interviewer. The total group meets together, and each participant introduces his partner. The facilitator leads a discussion on the outcomes of the activity.

Variations:

Participants can generate their own list of categories. Following the dyadic interviews, groups of six to twelve can be formed for the instructions, when there is a large number of participants. Thus, the experience can be part of a group-building design. Each of the two compoent of the structured experience can be used separately. The number of labels given participants may be varied according to the size of the total group.

LABELING CATEGORY LIST

Happy	Intelligence	Fun
Friendly	Aloof	Commands Respect
Sincere	Fatherly	Mysterious
Warm	Motherly	Mysterious

LABELING INTERVIEW SHEET

Instructions: Each of you will interview the other. The interview will choose five nontraditional questions to ask. (Some examples are provided below. You may, however, create your own questions.) Following the first interview, you will reverse roles. After both interviews, you will introduce your partner to the group.

Examples of nontraditional questions:

What is your favorite object?
How do you feel right now?
Whom do you trust the most?
What do you most often dream about?
Where do you go to be alone?
What do you think is very exotic?
How would you define friendship?
When do you feel most affectionate?
What turns you on the most?
What is difficult for you to do?
What value is most important to you?
When do you feel most comfortable?
What do you expect of me?
If you weren't what you are, what would you be?
When do you feel uncomfortable?
How do you deal with your own anger?
Under what circumstances would you tell a lie?
What is a favorite joke of yours?

TITLE: SAYINGS

MATERIALS:

None

PURPOSE:

"Sayings" is to have students examine some famous and not so famous sayings, and discuss the meanings of those sayings and see if they have application in their lives.

PROCEDURE:

1. Have students sit together in groups of five.

2. Give each group a saying from the list below or write it on the board. Have one student in each group read the statement to his/her group. Small groups discuss what the saying means and how it might apply to them as individuals. PRACTICE LISTENING AND RESPONDING SKILLS.

3. After fifteen minutes, get students back into a large group, seated in a circle.

4. Process. "Would any of the groups like to report what you decided the statement means?" "Did another group find some other meaning?" "Would someone like to share what this statement says to him or her?"

Sayings--Communicating

"Speak kind words and you will hear kind echoes."
"It is with narrow-souled people as with narrow-necked bottles: the less they have in them, the more noise they make in pouring it out."
"It is not well for a man to pray cream and live skim milk."
"Nothing makes one feel so strong as a call for help."
"Noise proves nothing. Often a hen who has merely laid an egg cackles as if she had laid an asteroid."
"To reply to a nasty remark with another nasty remark is like trying to remove dirt with mud."
"What you are shouts so loud I cannot hear what you say."
"The water is shallowest where it babbles."
"Let your speech be better than silence or be silent."
"All people smile in the same language."
"Behold the turtle! He only makes progress when he sticks his neck out."
"The silent man is often worth listening to."
"Don't put your mouth in motion before your mind is in gear."

TITLE: SAYINGS

MATERIALS:

None

PURPOSE:

"Sayings" is to have students examine some famous and not-so-famous sayings, and discuss the meanings of those sayings and see if they have application to their lives.

PROCEDURE:

1. Have students sit together in groups of five.

2. Give each group a saying from the list below. Have one student in each group read the statement to his/her group. Small groups discuss what the saying means and how it might apply to them as individuals. PRACTICE LISTENING AND RESPONDING SKILLS.

3. After fifteen minutes, get students back into a large group, seated in a circle.

4. Process. "Would any of the groups like to report what you decided the statement means?" "Did another group find some other meaning?" "Would someone like to share what this statement says to him or her?"

Sayings-Self

"Today is the first day of the rest of your life."
"A person wrapped up in himself makes a very small package."
"We see things not as they are but as we are."
"There is a great deal of unmapped country within us."
"I am a part of all I have met."
"When a man finds not repose in himself it is in vain for him to seek it elsewhere."
Use the talents you possess, for the woods would be very silent if no birds sang except the best."
"A talent is formed in silence, but a character in the stream of the world."
"A piece of charcoal loses its blackness only when fire penetrates it."
"You may not always be better than others. You can always be better than yourself."
"Character is what you are in the dark."
"The man who does not read good books has no advantage over the man who can't read them."
"What you are to be you now are becoming."

TITLE: BRAINSTORMING

MATERIALS:

Sheet of paper and pencil for each group.

PURPOSE:

To encourage students to think of and list as many meanings of the word "COMMUNICATE" as they can so they do not get locked into simply one definition.

PROCEDURE:

1. Get students into groups of five and have them select a recorder. Give paper and pencil to recorder.

2. Remind students of the rules of brainstorming.
   a. Quantity, not quality, is important.
   b. No discussion or judgments.
   c. Free-wheel, add onto each other's ideas.

3. Tell recorders to write "COMMUNICATE" at the top of their papers.

4. Tell students they have three minutes to think of as many meanings as they can for "COMMUNICATE."

5. Stop after three minutes. Ask each group to report on the number of ideas they came up with and to share a couple with everyone. (Praise creativity and productiveness.)

6. Bring students back into a large circle to process. "Did you feel good about your contribution to your group's list?" "Are there any new ways you can think now about 'COMMUNICATION' that you'd like to share with us?"

TITLE: BRAINSTORMING

MATERIALS:

Sheet of paper and pencil for each group.

PURPOSE:

To encourage students to think of and list as many meanings of the word "SELF" as they can so they don't get locked into simply one definition.

PROCEDURE:

1. Get students into groups of five and have them select a recorder. Give paper and pencil to recorder.

2. Remind students of the rules of brainstorming.
   a. Quantity, not quality, is important.
   b. No discussion or judgments.
   c. Free-wheel, add onto each other's ideas.

3. Tell recorders to write "SELF" at the top of their papers.

4. Tell students "You have three minutes to think of as many meanings as you can for 'SELF'."

5. Stop after three minutes. Ask each group to report on the number of ideas they came up with and to share a couple with everyone. (Praise creativity and productiveness.)

6. Bring students back into a large circle to process. "Did you feel good about your contribution to your group's list?" "Are there any new ways you think now about 'SELF' that you'd like to share with us?"

TITLE: "SELF" DISCUSSION

MATERIALS:

None

PURPOSE:

To structure learning through a discussion.

PROCEDURE:

1. Have students sit in one large circle with you.
2. Explain that you would like to have a discussion. The discussion has no ending. There is no one right or wrong answer. Remind students of the rules for group discussion (especially that only one person talk at a time so that everyone can be heard).
3. Introduce the topic and facilitate group interaction.
4. At the end of the discussion, ask for someone to summarize the discussion.
5. Process. "One way this discussion was of value to me is _____."

Discussion Topics:

1. "A lot of people say it is important we know ourselves. What is self? Do we need to know ourselves?"
2. "Are your own feelings important?"
3. "How do we learn who we are?"

TITLE: ANIMAL FANTASY

MATERIALS:

None

PURPOSE:

To get students to begin sharing in a nonthreatening way who they are and are not.

PROCEDURE:

1. Ask students to sit in a large circle.

2. Ask students (and yourself) to write down the animal each would most like to be and the animal he or she would least like to be. Explain that you will ask everyone to share what their choices are and why they made those choices.

3. Beginning with yourself, share in a large group. (Your model will set the tone for the group.)

4. After everyone who wanted to has shared, ask students to complete the following stem: "One thing I learned about myself today in sharing is _____." (Again teacher should begin in order to model.)

TITLE: SELF: ADJECTIVES

MATERIALS:

Copy of master 2.7, Self Adjective List, for every student.

PURPOSE:

Students will be able to describe themselves to others through selecting self descriptors.

PROCEDURE:

1. Explain to students that often it is hard for us to think of the words we would use to best describe ourselves. Each student will get an adjective list and select the six that best describe him or herself.

2. Hand out lists and give students ten minutes to choose only six adjectives.

3. Call time after ten minutes. Have students get into a circle of 6-10 and share their six words. (As an option, if you have time, do the sharing in one circle.)

4. After everyone has shared, ask students to discuss in one large circle if the exercise helped them get to know other students.

TITLE: MY COAT OF ARMS

MATERIALS:

One copy of master 2.8, My Coat of Arms, for each student, crayons or colored pens.

PURPOSE:

This activity helps students think about who they are, what they are doing with their lives, whether or not what they are doing is making a difference.

PROCEDURE:

Emphasize that art ability doesn't matter; what counts is that the student knows what he or she is trying to express.

1. Give each student a blank shield. Have students sit in groups of five perhaps around a table with the materials on the table.

2. Write questions on the board as follows:

    1. What is your greatest achievement up until now?
    2. What is your family's greatest achievement?
    3. What is one thing other people can do to make you happy?
    4. What do you want to become?
    5. Draw three things you are good at.
    6. What is a personal motto you live by?

3. Instruct students that they are to draw on the appropriate area on their coat of arms, a picture, design, or symbol which represents their answers on the above questions. Only number six can be expressed in words!

4. When they have finished, let them share--IF THEY WISH--their coats of arms with each other.

5. Then collect coats of arms and post them around the room or on bulletin boards at a later time.

6. In a large circle, process. "Did you learn anything new about yourself?"

TITLE: "I AM" COLLAGE

MATERIALS:

Many old magazines, one large piece of paper per student, paste.

PURPOSE:

To help students think about who they are, what they're like, how they feel about themselves, and to share this with the group.

PROCEDURE:

1. Place materials in a central location, easily accessible to all.
2. Give each student a large piece of paper and ask that they write "I AM" in the center of their paper.
3. Have students go through magazines, find pictures or words which describe them, tear them out and paste them on "I AM" paper, All 30 minutes to do.
4. At second session, have them sit in a large circle and their their "I AM" collages with the group. They may explain them or not, whichever they prefer.
5. In a large group, process. "How did you feel, trying to find the pictures?" "Was it easy?" "Why?" "Why not?" "How was it to share yourself in this way?"

TITLE: A DESCRIPTION OF ME

MATERIALS:

Multicolors of construction paper.

PURPOSE:

To make something that describes what he or she is.

PROCEDURE:

1. Explain to students that they will be making something that describes what they are. They should consider both the color of paper they choose and what they make out of it. They may not use anything else.
2. Have students select several sheets of paper and get busy.
3. After fifteen minutes, have students get into groups of six and share their creations as expressions of what they are like.
4. Process. "How was it to try to decide how to express yourself this way?"

TITLE: "ME" PICTURE

MATERIALS:

Large piece of paper and crayon or magic marker for each participant.

PURPOSE:

The "ME" Picture is to focus on the person we are and to try to symbolize, in some way, our SELF and to be able to explain it to others.

PROCEDURE:

1. Give each student a piece of paper and crayon or magic marker.
2. Ask each student to close his or her eyes and think silently about the person he or she is, what they're like, what they stand for, etc. Try to think of some symbol which best represents them, a symbol other than a word.
3. Instruct them to open their eyes and draw that symbol on their paper.
4. Get into a large circle and, in turn around the circle, let each hold his symbol up and explain it.
5. After each has had a turn, process. "Was it easy to think of a symbol or did many things go through your mind?" "How did it feel when it was getting close to your turn to hold your symbol up and explain it?" "Did you like sharing your SELF this way?"

TITLE: GETTING TO KNOW ME

MATERIALS:

None

PURPOSE:

To encourage students to notice things they have in common with other members of the group and one thing which makes them unique.

PROCEDURE:

1. Have students sit in a large circle.
2. Ask them to look around and notice ways in which they are alike and different from the rest of the group.
3. Explain that you'd like for everyone to think of one positive thing that makes them unique or different.
4. Give an example yourself (make it positive about yourself):
   You are a teacher, everyone else is a student, or
   You are the oldest, or
   You are the tallest, or, etc.
5. After everyone has shared, ask students if they remember what people said.
6. Have students say, in a large group, what they heard others say.
7. Afterwards, ask students how they felt when they told their uniqueness and when they heard someone else tell it back.

TITLE: GROWING

MATERIALS:

None

PURPOSE:

To help students get in touch with who they actually are, what their goals are as individuals, what they are doing now to become the sort of people they want to be.

PROCEDURE:

1. Get students into groups of five.

2. Tell students: "I'm going to ask you a couple of questions which I want you to close your eyes and think about. After a few minutes I'd like for you to share your answers with the other members of your small group. Be sure to really listen to each other, and practice responding to each other so they'll know you've really listened. The questions I want each of you to answer, first to yourself, then to your small group, are: 'In what ways am I a better person this week than I was last week?' 'In what ways am I growing?' (Repeat questions again.) Okay, think about yourself now, and when you know your answers, wait until the other members of your group seem ready to share their answers before you begin your discussion."

3. Have students get back into a large circle. Process. "Did you identify some real changes going on in you, to become the sort of person you want to be?" "Who'd like to share your answers with us?" (Thank sharers.) "How does it feel to see yourself as growing toward some goals?"

TITLE: MILLIONAIRE

MATERIALS:

None

PURPOSE:

To help students think about themselves and their values.

PROCEDURE:

1. Get students into a large circle.

2. Say: "Do you all remember the TV show, 'The Millionaire?' We're going to pretend today that I've suddenly become both very wealthy and very generous and I've decided to give each of you one thousand dollars. Think about it! One thousand dollars! The only stipulation is that you must spend the entire sum--$1,000--on yourself. Now, who'd like to tell us what you'd do with your thousand dollars? Would someone else like to share with us how you'd spend your money? Let's remember to listen to each other, and to respond to each other." (Spend seven or eight minutes in discussion.)

3. Process. "Did you learn something new about yourself now that you're 'rich'?" "Would someone like to share what you discovered?" "How'd it feel to be told you had to spend it on yourself? Why?"

TITLE: CAUSES

MATERIALS:

None

PURPOSE:

to help students think about their values, what causes them to believe in them so strongly that they'd be willing to die for them. When they discuss a cause they'd be willing to live for, it should be the same.

PROCEDURE:

1. All students should be grouped in one large circle.

2. Say to students: "A lot of the activities we've engaged in, in our small and large groups, have caused us to look at our values, what is important to us. Today I want us to think about a cause that we'd be willing to die for. Who would like to begin the discussion? And let's all try to remember to really listen to each other and to respond to each other in a way that lets the person know we really heard him or her."

3. After six or seven minutes, say: "Okay, now let's talk abut about a cause we'd be willing to live for...a cause we'd be willing to live for. Who'd like to begin?"

4. After five minutes, process. "Anybody like to share something you just discovered about yourself?" "Is it easier to say we'd be willing to die for something than to live for it?" "Why is that, do you think?"

TITLE: TWENTY THINGS

MATERIALS:

Copy of master 2.16, Twenty Things, for each student.

PURPOSE:

To help students think about things they really like to do and to see how and where they set their priorities.

PROCEDURE:

1. Hand out the "Twenty Things" sheets and ask students to fill in quickly as many things as they can think of that they love to do. (Try to get twenty. More is okay.) Tell them this is private writing, that no one will be forced to share his or her list with anyone.

2. When students have finished their lists, ask that they search for patterns by coding their lists in the following way: In the first column, write A if you prefer to do the activity alone, O is you prefer to do with others. In the second column, write $ for each activity that costs more than five dollars a time. In the third column, write a minus sign (-) for any activity that you expect to be missing from your list five years from now. In the fourth column, write P for each activity that you think would occur in one of your parent's lists. In the fifth column check each activity that you have done within the past week. Finally, circle any activity which you have not done within the last year.

3. Tell students to keep the lists, that they'll get to do it again, and it will be interesting to compare them with each other.

4. Process. "Was there something I learned about myself?" "Did I learn anything about what I love to do?"

Note: Repeat this exercise later on and process how students have changed.

TITLE: MY IDEAL DAY

MATERIALS:

None

PURPOSE:

To enable students to think about themselves, who they are, what they like to do, and whom, if anyone, they want with them.

PROCEDURE:

1. Have everyone form one large circle. Tell them: "We are going to get into a fantasy, using our imaginations. What I want you to do is to close your eyes and really listen to what I say, really get into your own feelings and let yourself go completely with the 'task." Close your eyes now, and think about an ideal day for you, something really perfect in every way. You've just awakened in the morning...the night's sleep has left you feeling absolutely great...you're in tip-top health...the weather is perfect...you have a whole day before you...a day in which to do anything you want to do...by yourself or with others...an IDEAL DAY...all yours...enough money, if you need money...enough time...think about it...feel the feelings you'd have with an IDEAL DAY before you...remember, nothing is impossible on this ideal day...(be silent for about five minutes)...now, in another couple of minutes I'm going to ask you to open your eyes very slowly and remain very quiet...stay with your IDEAL DAY (wait quietly two more minutes). Now open your eyes...remain silent...(use very quiet tone of voice). Would someone like to share with us your ideal day?" (Thank the sharers.) "Did anyone discover something you didn't know before about yourself, something you'd be willing to share with us?" "Did anyone find he or she really would spend the day pretty much the same as any other day?" "Whose IDEAL DAY was really different, really far out?"

TITLE: YESTERDAY

MATERIALS:

None

PURPOSE:

To have students reflect on one single event from their lives and its effect on them.

PROCEDURE:

1. Have students get into groups of four.
2. Ask the following: "If you could choose one yesterday to live over, either again as it was or to change, what day would it be?" "How would you change it?"
3. Ask students to describe the day to their group, taking only two minutes each to describe their day. At the end of each two-minute period, have the group members repeat back to the speaker what he or she said.
4. Do four rounds so everyone speaks, repeating two-minute--one-minute cycle.
5. In a large group, process. "How did you feel about sharing?" "How did you feel when you heard what you said?"

TITLE: PERSONAL LIFE MAP

MATERIALS:

None

PURPOSE:

To help students think about who and what they are now, their goals, and the sort of people they want to become.

PROCEDURE:

1. Have the entire group seated in a large circle.

2. Ask students to close their eyes. Then say: "In your mind's eye, draw an imaginary road map on the inside of your eyelids. On the left side of the map is where you are now, not so much in terms of location but where you are in your life--your feelings, your awareness of yourself. On the right side of the map is where you want to go. Get in touch with both these areas. Think about the sort of person you want to become, the feelings you want to some day have about yourself. In the middle of your map, you may notice some obstacles that block you from getting where you want to go. See if there is anything you can do about them now. If not, don't try to change them. Just be aware of what they are and how you feel about them now."

3. Be silent for five minutes or so. Teacher also closes eyes and studies hi or her own personal life map.

4. "Ask students to open their eyes. Pause for a moment for them to "come back" to the here and now. Ask if anyone would like to share his or her road map. Encourage students to respond to each other after each sharing.

5. Process. "Did you learn anything about the person you are now, or the one you want to become?" "How did it feel when you focused on those obstacles?"

TITLE: PERSONAL INVENTORY

MATERIALS:

One copy of master 2.21 "Personal Inventory" and one pencil per person.

PURPOSE:

To help students identify their own resources.

PROCEDURE:

1. Students should be in groups of five. Give each a "Personal Inventory" sheet.
2. Have students fill out sheets with the information requested.
3. Ask students to share with others what they wrote and to compare the resources they have with those of their classmates.
4. If there is time, small groups might like to talk about three years ago, what resources they had then, and five years from now, what skills, knowledge, attitudes they hope to develop. How could they develop those resources?

TITLE: AM I SOMEONE WHO?

MATERIALS:

Copy of master 2.22, "Am I Someone Who?", and pencil for each student.

PURPOSE:

To help students concentrate on their values, on what they want out of their lives, and on what kind of people they want to become.

PROCEDURE:

1. Students are in a large circle, each with a pencil and something (book or notebook, perhaps) in their laps to write upon or they may make a circle with their desks.

2. Tell students you are going to hand out a questionnaire and emphasize that there are no "right" or "wrong" answers. Encourage students to try to answer all questions as they might apply to them, using very few "maybe's."

3. Have students work silently on circling Y for "yes," N for "no," and M for "Maybe" on their papers.

4. When all seem to be finished, ask who would like to share the first one with the group. When one has done so, let another respond to him before going on to the next question.
   Example:
   Teacher: "Would someone like to read number one to us and how he or she answered it?"
   Student A: "Am I Someone who needs to be alone? Yes."
   Student B: "_____, I heard you say you need to be alone."
   Teacher: "Thank you, A, for sharing that with us, and B for letting A know you listened to him/her. Now, who would like to read question two and his/her answer?

5. After all questions have been read aloud and their answers shared with the group, process. "Did you find out something you had not known about yourself?" "How did it make you feel when others listened carefully to your answer?"

TITLE: PERSON OF THE YEAR

MATERIALS:

Paper, pencil for each participant.

PURPOSE:

To help students think about themselves, what they are proud of, and what they like about themselves.

PROCEDURE:

1. Students are in groups of five.

2. Tell students: "Each year some of our most popular magazines put on their cover the picture of the Person of the Year. Also, they have a feature article inside the magazine which tells all about that person--why he or she was selected as the outstanding person for that entire year. Each of us will decide, if we were to be chosen Person of the Year, what magazine would select us? Would it be PEOPLE? or EBONY? or SPORTS ILLUSTRATED? Let's pretend it is one of those three. Fold your piece of paper in half and draw the name of the magazine and your picture on the "cover'. Don't worry about art work. Then on the inside, write what a magazine would say about you if you were their 'Person of the Year'. Think about your strengths, about what you are proud of. If you wish, you may pretend you are older than you are now, that you actually have become the person you want to be! Write about that person!"

3. After students have finished, let them share their "magazine" in their groups.

4. Process. "How did it feel to pretend you had been chosen for this honor?" "How did it feel to write about yourself, and to share it with the others in your group?"

TITLE: MIRROR

MATERIALS:

None

PURPOSE:

To reflect the good or positive strengths a person sees in him or herself.

PROCEDURE:

1. Have each student pick another student with whom to pair off.
2. Have these dyads spread themselves out in an open space.
3. In dyads:
   a. Person A tells four things he really likes about him or herself.
   b. Person B responds to A: "What I heard you say you like about yourself are..."
   c. Person B tells four things he or she really likes about him or herself.
   d. Person A responds to B as in b.
4. Have students get back into a large circle to process. "How did it feel to say positive things about yourself?" "What did you learn about yourself in this exercise?"

TITLE: "PROUD" EXERCISE

MATERIALS:

None.

PURPOSE:

To help students become aware of the degree to which they are proud of their beliefs and actions and will make them want to do more things in which they can take pride.

PROCEDURE:

1. Students and teacher are seated in a circle. Teacher will ask students to think of what they are proud of about themselves.

2. Teacher will ask questions (see following list) and students will respond in complete sentences (i.e., "I'm proud of..." or "I'm proud that...").

3. Any student may pass if he wishes. Teacher, be very supportive of those who pass.

4. Teacher should emphasize that expressing pride is not boasting or bragging, that it simply means something we feel good about in ourselves.

5. Process. "How did it feel to tell the group you felt proud of something?" "Did this exercise cause you to learn anything about yourself?"

"Proud" Exercise

Sample Questions:
1. What is something you are proud of that you can do on your own?
2. What is something you are proud of in relation to money?
3. What are you proud of here at school?
4. What are you proud of about your gift giving?
5. What are you proud of in relation to your family?
6. What is something you have done about the ecology issue that you are proud of?
7. What is something you have written or drawn of which you are proud?
8. Is there any new skill you have learned in the past month or year?
9. Is there a decision you made about which you are proud?
10. Is there anything you have done for an older person?
11. Is there something you have made with your own hands?
12. Is there a musical instrument you play well?
13. Is there a habit you have worked hard to overcome, and succeeded?
14. Is there a dangerous thing you tried and succeeded at?
15. Is there something you did to help a new kid a school or in your neighborhood?
16. Is there anything you did to contribute to racial understanding?
17. Was there a time when you were an important example for a younger child?

18. Is there something you did to help a teacher?
19. Is there something in athletics about which you are especially proud?
20. Is there anything you have done to add to the beauty in this world?
21. Was there a time when you influenced others not to do something they were about to do?
22. Is there a funny thing you said or did?

(Think of some more of your own.)

TITLE: COMMERCIAL

MATERIALS:

None

PURPOSE:

To help students to think about positive aspects of themselves--their ideas, attitudes, skills, etc.--and to share them or "sell" them to others.

PROCEDURE:

1. Have students get into groups of five.

2. Say to students: "Each of us has some things we really like about ourselves. These may be ideas or attitudes, values we hold, skills we have, anything you can think of abut yourselves that you really like. We have also heard commercials on the radio, some singing, some talking. Close your eyes for a few minutes and think about your self, what you really like about this person you call 'me', and then create a talking or singing commercial which you can deliver to your group. You have ten minutes to do this."

3. After ten minutes (or earlier if groups seem to be ready to share), as groups to begin sharing their commercials, one at a time.

4. Get students back into a large circle to process. "Was it fun to think only of positive things about yourself?" "Who had a really good talking commercial they would like to share with the group?" "How about a singing one?"

TITLE: EPITAPH

MATERIALS:

Pencil and paper for each student.

PURPOSE:

To help students focus on what sorts of people they are and how they feel about themselves.

PROCEDURE:

1. Ask students, arranged in groups of five, to draw a large tombstone on their papers.

2. Then, following the example of the inscriptions on old tombstones, complete this line in fifteen words or less:
   "Here lies..."

3. Have students share their epitaphs on a voluntary basis.

4. Process. "Did you discover anything about yourself you would like to share?"

TITLE: AD FOR MY SELF

MATERIALS:

1 large piece of paper per person, stacks of magazines, paste.

PURPOSE:

To get students to concentrate on their strengths, to think about the things they like about themselves, and to try to "sell" their selves to others.

PROCEDURE:

1. Have students work in groups of five with magazines, paste and paper easily accessible to each group.

2. Ask students to think about advertisements they see in newspapers, on TV and in magazines. Then, pick out words and pictures from magazines which will see others on their outstanding characteristics, positive qualities, or value to others and paste them on their paper to make "an advertisement for my self."

3. Have students share their advertisements with others in their group.

4. Process. "How did you feel, looking through magazines for things which you value in your self?"

TITLE: ONE QUESTION

MATERIALS:

None

PURPOSE:

To help students focus on an area they would be interested in learning more about. Not only does this activity give insight into the person, but is also a source of personal motivation.

PROCEDURE:

1. Have students seated in groups of six.

2. Give them the following "suppose": "Suppose you could ask one question and be guaranteed a completely honest total answer and no one would know you asked it. What question would you ask and of whom? Share your question with your small group."

3. After sharing, bring students into a large circle and process. "What kinds of questions do we value most?" "How do you feel when you do not get an honest answer?"

(An alternative would be to make the question more specific: a question you might ask yourself, your friends, teachers, adults, parents, friends, etc.)

TITLE: ALTER EGO

MATERIALS:

Copy of master 2.30, Alter Ego Profile Sheets, pencils for each student.

PURPOSE:

To get students in touch with their ideal selves and will cause interaction and sharing with others.

PROCEDURE:

1. Give each student a profile sheet. Say: "If you were your alter ego, your free spirit, your other self, where would you live, what would be your choice of occupations, your hobbies, your daily bread, your choices in magazines, books, records, entertainment? What kind of clothes would you wear and what kind of house would you live in? What kind of car would you own? Remember, your alter ego is free from all your real responsibilities, duties, and relationships. You may wish to add the names of several famous people, living, dead, or fictional, that would make up a list of closest friends for your alter ego."

2. After sheets are filled out, divide the class into groups of seven and choose one student in each group to be leader. The leader collects the Alter Ego Profile sheets, including his or her own, from the members of the group. He shuffles them and then reads each one anonymously. After each reading, members of the group try to guess the author of that Alter Ego Profile sheet.

3. Process. "What did you learn about yourself as you thought about having an alter ego?" "How did you feel when your fellow group members guessed your profile sheet correctly?" "How did it feel if no one guessed yours?"

TITLE: I HAVE A DREAM

MATERIALS:

None

PURPOSE:

To provide an activity which makes it okay for students to have wishes and provides a safe way to share them.

PROCEDURE:

1. You can either do this as a total group in one circle or in small groups of 6-8 students.

2. Ask students if they ever heard of a man named Martin Luther King and what he is famous for. (Discuss 2-5 minutes.)

3. Say, "King is famous because he had a dream. We all have dreams. What is yours?"

4. Have students share their dreams.

5. After everyone has shared, process in a large group. "What did you learn in the activity?" "How did you feel saying your dream?" "How did you feel hearing others' dreams?"

TITLE: DEAR T.L.C.

MATERIALS:

None

PURPOSE:

These letters are to be responded to by students. They are intended as a focus for discussion.

PROCEDURE:

1. Have students organize into groups of five. Explain that you have received a letter addressed to "Dear T.L.C." seeking advice like a Dear Abby letter. You will read the letter and ask each group to discuss how the group would reply.
2. Enforce a fifteen-minute time limit.
3. In a large group, have each small group report on their response.
4. Process learning: "In discussing the letter I learned..." Have each student either complete the stem or pass.

Letter 1:
"Dear T.L.C.,

I'm 13 years old and I don't know who I am or what I want to do, so I just go sit in class and go home and watch TV. I don't know how to get me to do other things--can you help me?"

Signed,
Sitter

Letter 2:
"Dear T.L.C.,

I like me a whole lot. I'm in several clubs, get good grades and am a good student. However, my friends say I don't know how to have a good time. How does one know when to have a good time and when to be serious?"

Signed,
Serious Always

Letter 3:
"Dear T.L.C.,

I like me, but no one has said a good/kind thing to me in weeks. What's wrong?"

Signed,
Lonely

TITLE: POETRY/MUSIC "SELF EXPRESSION"

MATERIALS:

Record player

PURPOSE:

Periodically, and as students want to, a time can be set aside for self expression.

PROCEDURE:

1. Before this session, encourage students several times to bring poetry and music which says something about them.

2. Have students sit in a large circle and explain that after someone shares their poetry or music, the group will discuss briefly (2-3 minutes) what the presentation was saying.

3. At the end of the session, ask students to complete: "Something I learned today about myself was _____."

TITLE: ATTITUDES

MATERIALS:

None

PURPOSE:

To allow students time to think about attitudes and how they affect their life experiences.

PROCEDURE:

1. Tell the students this story. There once was a man who had 2 sons. One son was always positive and happy and the other son was always negative and complaining. The man thought he would try an experiment with his sons. So he gave the negative son a whole room of toys to see if his attitude would change any. The same day he gave his positive son a room full of manure to see if his attitude would change any. At the end of the day, he stopped in to see the negative son. The son was complaining about all the toys that he had broken. He was not happy. Then the father went to see his positive son who was shoveling the manure. He was as happy as ever. The father said, "Son, I don't understand. Why are you so happy with a room full of manure?" The boy replied, "Well Dad, with all this manure around, I know there must be a pony waiting for me somewhere."

2. Ask the students to come up with a moral to this story. Work this into a discussion about attitudes and how they affect our lives.

3. Discuss:
   - What attitude means.
   - How your attitude affects your daily life.
   - How to change an attitude.
   - Explore the idea that every decision is a person's choice, including the decision to have a good attitude or a bad attitude.

TITLE: ANGER AND ME

MATERIALS:

Pencil and Paper.

PURPOSE:

To discuss ways to handle anger.

PROCEDURE:

1. Have the students describe on paper one incident (or situation) in which they became angry.

2. When finished, have the students to discuss their situations if they wish.

3. After the discussion have the students look at the situation through the following questions.

   a. What was the situation in which you became angry?
   b. When you became angry did you stop, think, or act?
   c. Did you feel like striking back at the person in your anger situation?
   d. Did you withhold your feelings against the person?
   e. Did you blame yourself or the other person for the anger?
   f. Did you run away from the problem or ask for help?
   g. Was your anger i the situation worth your effort? Explain.

WRAP UP:

Discuss different ways to handle anger in the future.

TITLE: HOW DO YOU FEEL?

MATERIALS:

Chalkboard, chalk

PURPOSE:

To identify and discuss the difference between feelings and sensations.

PROCEDURE:

1. Discuss the difference between feelings and sensations.

2. Brainstorm a list of pleasant and unpleasant feeling words. Record them on the chalkboard.

3. Discuss with the students:

   How do you feel...

   a. when you are the last one chosen for a game?
   b. when people yell at you?
   c. when you sit down to your favorite meal?
   d. when someone tells you that you have done something very well?
   e. when you find out that something of yours has been broken?
   f. when somebody doesn't do what they said they would?
   g. when you get a gift you didn't expect to get?
   h. when you do not have to go to school on Saturday morning?

   Allow the kids to utilize the lists on the chalkboard. Encourage the students to expand their vocabulary by finding words that have similar meanings to those which they typically use in expressing their feelings.

4. Discuss the similarities and differences between reactions to the same situation.

WRAP UP:

Ask the kids to create their own "How do you feel..." statements and ask the group to respond.

TITLE: "I AM UNIQUE BECAUSE..."

MATERIALS:

Slips of paper, pencil

PURPOSE:

To help facilitators realize that we are all alike and yet unique in our own way.

PROCEDURE:

1. Provide each student with a slip of paper.

2. Ask each student to think of one thing about himself that is different from everyone else in the room. This should be something that the student would like for the other class members to know about him.

3. Allow two or three minutes for the students to select and write the unique item on the slip of paper.

4. Place all of the slips in a bag. Shake up the bag.

5. Draw slips out of the bag and read one at the time. Ask the students to raise their hands if the slip is theirs.

   Usually, two or more students write down the same item. This helps reassure students that they are normal and other persons have some of the same experiences. Also, the students who do select unique items realize that they are unique as individuals.

6. Discuss with the class that we are all alike and different.

WRAP UP:

Ask some of the following questions to generate student discussion:

a) Have you ever thought that you were the only person in the whole world who had a particular problem?

b) How does being different in some ways from every other person make you feel? Why?

c) Is being <u>like</u> others in some way important?

   Is being <u>different from</u> others in some way important? Why?

TITLE: YOUR STRENGTHS

MATERIALS:

One piece of paper per student.

PURPOSE:

To identify the positive qualities about yourself and what qualities others see in you.

PROCEDURE:

1. Sit in a circle with others.
2. Fold a piece of paper in half lengthwise. Put your name at the top of each side.
3. List your good qualities and the things you like about yourself on the left side.
4. Pass the paper to the person on your right. The person on your right lists the good qualities he/she sees in your on the right side.
5. Keep passing the papers until yours returns to you. Compare the two sides.

WRAP UP:

Follow-up activities--Discuss the following questions:

Do people see me the same way I see myself?

How do I let others see more of my strengths?

2.01 Activity B: Poem Discussion

Materials Needed: Copy of poem
Peer Counseling I Curriculum Guide, p. 20
Broward County

Purpose: The students will further their understanding of self concept.

Procedure: Read poem and discuss how it relates to self concept.

Just go to the mirror
and look at yourself
And see what the man
has to say
For it isn't your father,
or mother, or wife,
Who judgment upon you
must pass.
The fellow whose verdict
counts most in your life
Is the one staring back
from the glass.

Author Unknown

1.04 IDENTIFY THE ASPECTS OF TRUST IN A HELPING RELATIONSHIP.

Activity: Self-disclosure

Materials Needed: Index cards

Purpose: To develop trust in the group and the ability to share in a large group.

Procedure:

1. Each student writes down on an index card one thing they really want to improve in their life this year.
2. Go-round: each student shares.
3. Discussion: Were there any similarities in responses? How did you feel while sharing? do you feel any different about the group after hearing the responses?

VII. DECISION MAKING ACTIVITIES

TITLE: NASA

MATERIALS:

Copy of master 7.2, NASA Worksheet, and a pencil for every student.

PURPOSE:

To demonstrate to students the value of group decision making. Usually group consensus yields a better score than individual scores.

PROCEDURE:

1. Hand out a copy of NASA worksheet to each student.

2. Read the following to them: "You are on a moon probe. You are to rendezvous with your mother ship on the lighted side of the moon. Due to mechanical difficulties, your moon probe ship was forced to land 200 miles from your mother ship. When you were forced to land, much of your equipment was damaged. From the 15 items left, you are to choose the most critical. As an individual, number the items you think most critical with 1 and so on to least critical, numbering it 15. You will have 5 minutes.

3. After 5 minutes, ask students to get into groups of 5 and explain they will have 10 minutes to consensus* as a group on the most (#1) to least (#15) critical.
*Explain that consensus is not voting, but is coming to agreement through discussion.

4. At the end of 10 minutes, stop the group; move into a large group. To score, have students fill in the NASA Ranking column with the rankings NASA astronauts came up with.

5. In the column marked "difference," have students write the difference between their number and the NASA number and add up their own scores and their group's score.

6. Process. "What did you learn about group vs. individual decision making?" (Most times the group will yield a lower score; for groups make better decisions than individuals do. This may be untrue if one person dominated or railroaded or if the group used a process other than consensus.)

Your Ranking	NASA Ranking	Difference		Group Ranking	NASA Ranking	Difference
	15		Box of matches			
	4		Food concentrate			
	6		50 ft. of nylon cord			
	8		Parachute silk			
	13		Portable heating unit			
	11		Two .45 caliber pistols			
	12		One case dehydrated milk			
	1		Two 100-lb tanks of oxygen			
	3					
	9		Map of moon's surface			
	14		Life raft			
	2		Magnetic compass			
	10		5 gallons of water			
	7		Signal flares			
	5		First aid kit containing injection needles			
			Solar powered radio receiver-transmitter			

Total number individual differences _____

Total number group differences _____

TITLE: HAVE TO, CHOOSE TO

MATERIALS:

None

PURPOSE:

This activity demonstrates that students have more options than they often realize. In group work, persons often put limits on themselves that are not real.

PROCEDURE:

1. Ask students to pair up with another student and sit so they can talk to each other.

2. Ask each pair to decide who will begin.

3. Explain that there are many things that we "have to do." Whoever begins spends one minute telling his or her partner all the things he or she has to do. Warn them they will use this list again and to remember what they are saying.

4. After one minute, switch and the other person lists all the things he or she has to do.

5. After one minute, ask the student who started to redo his or her list and say "I choose to" before each thing he or she listed as "I have to."

6. After one minute, switch and the other partner now does "I choose to."

TITLE: CONSENSUS

MATERIALS:

Paper, pencil for each group

PURPOSE:

Consensus and Brainstorming are two of the most valuable skills you can teach your students. Consensus is a solution agreed upon by all members of a group. Unlike "majority rule" it is a decision everyone in a group can live with or buy into.

PROCEDURE:

1. Have students in groups of 5 or 6. Tell each group to select a recorder, then give pencil and paper to the recorder.

2. Tell students that each small group has been chosen to receive a pet guinea pig. The guinea pig is male. They have 2 minutes to brainstorm names for their guinea pig. Be sure recorder writes them all down! After 2 minutes, stop.

3. Explain that "consensus" is reaching a decision everyone can live with, that it is not like voting where some people win and some lose. In consensus everyone wins! The way to reach consensus is to go down their brainstormed list of alternatives (the names) one by one and cross out the ones no one likes. After this has been done, go down the list again--see if there are any other names they want to delete. Then go over the remaining suggestions, one by one, and decide on the one name they all can agree upon. (Remind students that this name may not be their favorite but it should be one they don't hate! One they can accept.)

4. Process. "Can you see other areas in which consensus might be helpful to know?" "How'd you feel about your group's choice of a name?"

TITLE: CLASS GIFT

MATERIALS:

Pencil and paper for each group.

PURPOSE:

To teach students the steps in decision-making.

PROCEDURE:

1. Have students in small groups of 5 or 6. Give each group a pencil and a piece of paper.

2. Explain that each group is a special committee from their class, chosen by their teacher and classmates to select a class gift to their school. They have $250 which has been raised for this purpose. Tell students there are several steps in making decisions such as this. Teacher writes the steps on chalkboard:
   1. Define task.
   2. Identify alternatives.
   3. Evaluate alternatives.
   4. Select best alternative.

   Groups have 20 minutes to make their decisions.

3. After 20 minutes call time, have groups report to entire class on their selection.

4. Process. "What did you learn about yourself as you served on this committee?" "Was that the way you usually make decisions?"

TITLE: DAVID CLASSMATE

MATERIALS:

A copy of master 7.6, "David Classmate," some crayons and a copy of the sentences to fill in (for David) for each group.

PURPOSE:

Students will make group decisions as to what kind of a person David Classmate is.

PROCEDURE:

1. Have students form small groups of 5 or 6. Give each group a copy of the "David Classmate" pattern and set of crayons.

2. Say: "This is a new student in our class. His name is David Classmate. Give him some ideas that you feel would make him a nice person to know, one you'd like to have as a friend. Write his ideas in his head. Dress him in clothes. Give him some friends."

3. After 10 minutes give each group a copy of the incomplete sentences. Tell them to fill in the sentences for David. After they have done this,

4. Let each group share with the other groups their picture of David and their sentences.

TITLE: TRIANGLE

MATERIALS:

One copy of master 7.7 Triangle worksheet, for each student.

PURPOSE:

To demonstrate that working in groups usually produces more accuracy than individuals can.

PROCEDURE:

1. Hand out a triangle worksheet to each student.
2. Ask them to count the number of triangles on the page, keeping the number secret.
3. Ask students to pair up and jointly decide how many triangles there are.
4. Ask the pairs to get in groups of 6 (3 pairs); as a group decide by consensus (all agree) on the number of triangles.
5. Ask for each group to announce their findings. (There are over 45 triangles.)
6. As a total group process. "Did you find any difference between your initial individual answer and the final group's answer?" "What does this say about using groups for decision making as opposed to everyone's deciding individually?"

TITLE: FERNDALE TO AVONDALE

MATERIALS:

One set of master 7.8 Ferndale to Avondale cut-up clues for each group. (Note there are two sets. Set 1 is simpler than set 2).

PURPOSE:

This activity requires participant sharing in order to come up with the right answer.

PROCEDURE:

1. Before class prepare a set of clues for each small group. (Set 1 is simple, set 2 is more complex.)

2. After students are in groups of 6, explain that each group member will be given several pieces of information necessary for the group to find the answer to how many wors it is from Ferndale to Avondale.
   Rule: You may share information but must keep your information slips in your hands.

3. Hand out a set of information slips to each group member.

4. After the groups have found the answer, process in their working groups for 5 minutes. "How did the group operate in making their decision?" "How might the group operate better next time?"

5. In a large group have groups share their conclusions.

Solution--set 1:

Ferndale to Lummi

$$\frac{1 \quad 4 \text{ litts}}{3 \quad 12 \text{ litts per word}} = 2/3 \text{ wor}$$

Lummi to Avondale

$$\frac{1 \quad 8 \text{ litts}}{3 \quad 24 \text{ litts per word}} = 2/3 \text{ wor}$$

Solution--set 2:

Ferndale to Blanco

$$\frac{5 \text{ bids}}{10 \text{ beds per wor}} \qquad \frac{5}{10} \qquad \frac{5}{10}$$

Blanco to Mason

$$\frac{10 \text{ bids}}{20 \text{ beds per wor}} \qquad \frac{10}{20} \qquad \frac{5}{10}$$

Mason to Ferndale

$$\frac{21 \text{ bids}}{30 \text{ beds per wor}} \qquad \frac{21}{30} \qquad \frac{7}{10}$$

17/10 wor = 1.7 wor

TITLE: POSTERS

MATERIALS:

Newsprint, multi-colored marking pens, masking tape for each group.

PURPOSE:

"Posters" is to help students learn to make decisions in groups.

PROCEDURE:

1. Have students in groups of 5 or 6. Give each group newsprint, marking pens and masking tape.

2. Say: "What I want you to do is to make a poster by drawing a color, animal, symbol and slogan that represents your group. You'll need to really get your heads together on this, to decide together on which color, animal, symbol and slogan say it best. You'll have 20 minutes to do this. When you finish, tape your poster to the wall."

3. After 20 minutes have each group present and explain their poster.

4. Process. "How did your group do at making decisions together?" "Anybody learn anything about yourself which you can share with the rest of us?"

TITLE: THE DECISION MAKER

MATERIALS:

One copy of master 7.10, The Decision Maker, and pencil for each student.

PURPOSE:

To help students focus on the importance of some decision they will have to make during their lifetimes.

PROCEDURE:

1. Have students in groups of 5 or 6.

2. Say: "Sometimes it is especially important to make a good decision, so people might get someone else to help them make these really important decisions. They might use a stockbroker, a lawyer, a doctor or an architect for certain difficult situations in which a decision has to be carefully thought out. When you have really tough decisions to make, you want experts to help you. Now, imagine a new kind of expert. Instead of a lawyer who is an expert in legal matters or a doctor who is an expert in medical knowledge, pretend there is a 'Decision Maker'--an expert on decision making. You can hire him to make your decision for you! The questions on the work sheet may help you learn something about yourself or about the decisions that are important to you. You have 15 minutes to fill out the work sheet, then you'll share it with your small group. Now I'll hand out the work sheets and pencils."

3. After 15 minutes call time and ask them to share their answers with their groups.

4. Process. "How hard or easy was it to decide what decisions to get help for?" "Did anyone have any particular problems with this activity?"

TITLE: DECISION MAKING

MATERIALS:

Two extra chairs, 2 pieces of paper with circle faces drawn on, tape, 2 pieces of paper labeled "Temporary Member," 2pieces of paper and 2 pencils for recorders.

PURPOSE:

This activity is divided into 2 parts, the open chair brainstorm one session and the role play in another session. In the role play the open chair is used to reduce the level of risk in exposing real concerns. The use of teams to play each role reduces the threat and the "Temporary Member" is a way to involve the outside circle.

PROCEDURE:

1. Have students sit in a large circle, the 2 open chairs facing each other in the center. One chair is designated "boy," and the "girl." Have boys in class (or half of class if numbers are uneven) group themselves around the "boy" chair, girls around "girl" chair. Say: "I want for all the boys to brainstorm for 4 minutes all the decisions that a boy your age might have to make during the next year of his life. One of you be recorder and write down all the decisions. At the same time girls, you do the same thing. Brainstorm all the decisions that a girl your age might have to make during the next year of her life. And choose a recorder to write down all your ideas. Ready? Remember, you have 4 minutes to brainstorm."

2. After the brainstorming, the girls' list is read to the class, the boys listening carefully so they might add any ideas the girls' group missed. After the list is read, the boys' contributions are solicited and added to the list. Then do the same with the boys' list, the girls listening and then contributing their own ideas about decisions boys must make.

3. Now each group is asked to choose one decision from their list, one of particular interest to that group. (Teacher, you might draw a circle around the chosen decision on each list.) Discuss the nature of the decision, what kind of additional information might be needed and how to get it.

4. Role-play. Group decides on a situation in which two people would be involved in the decision (e.g., the boy has decided to drop off the basketball team and the coach needs him to stay). Or the situation may be one in which two alter-egos are arguing within a person (e.g., he girl is trying to decide whether or not to peek at her straight-A classmate's test paper which is in full view. The two roles are her own self arguing for and against cheating). The situations are role-played one at a time as follows: 3 volunteers are chosen to play each role. They group themselves on the floor around the chair that represents the role that they are playing, facing the other chair and the 3 other volunteers. The remainder of the class sits in chairs in one large circle around the 2 groups. A piece of paper marked "Temporary Member" is placed on the floor next to each group of volunteers.

TITLE: CARO

MATERIALS:

Newsprint and marking pens or crayons, masking tape for each small group. Pencil and paper for each student.

PURPOSE:

To help students learn decision making skills.

PROCEDURE:

1. Have students in small groups of 5 or 6. Give each group newsprint and marking pens or crayons. Also a piece of paper and pencil for each student.

2. Tell groups the following: "You are unhappy with life here in the United States. The noise, confusion, tension, hassles and violence are getting you down. You have been discussing the possibility of finding a small island, far away from everything, where you can escape the problems here at home. A friend of yours feels he has just the kind of place you are looking for and gathers together a group of people, including yourself, who will be interested in making the move. A decision is made to leave the United States and start a new life on this far-away island. The island is name Caro and a wealthy woman has donated a boat in which to make the trip. Since it's a small boat and you must take a supply of food, too, you may only take one suitcase. What I want you to do now is decide and list on your paper what belongings of yours you would take in your suitcase to this island called Caro. You have 10 minutes to do this and then share you list with your small group who accompany you."

3. "Now that you're all settled on the island of Caro you need to make a flag which symbolizes your new home. Use the newsprint and markers and create a flag which will symbolize to others what your island stands for."

4. After 10 minutes have groups tape their flags up and explain them to the large group.

5. Process. "What did you learn about yourself when you made your list?" "When your group made a flag?"

TITLE: TWO HEADS ARE BETTER THAN ONE

MATERIALS:

A copy of Master 7.14 work sheet you are using for each student. (Note: there are five different work sheets.)

PURPOSE:

To help students see that they make better decisions when they decide with others.

PROCEDURE:

1. Before class select the work sheet you want to use and duplicate it for each student.

2. Hand out a copy to each student and ask them to individually rank the items listed in order, using the criteria on top of their work sheet. (For example, on the Drugs Work Sheet, put a 1 beside the drug that is most dangerous, etc.) Allow 5 minutes.

3. Post the correct ranking provided and as a total group process. "What did you learn about making decisions?" "What are the advantages and disadvantages of making group decisions by consensus?"

Note: Worksheet 4 may be shortened by limiting the number of proverbs. There is no correct answer to work sheet 4; it is only intended to focus on decision making by consensus.

TWO HEADS ARE BETTER THAN ONE
WORK SHEET ANSWERS

Work Sheet 1

1 Alcohol
2 Barbiturates
4 Glue sniffing
5 Heroin
6 LSD
8 Marijuana
3 Speed
7 Tobacco

Work Sheet 2

8 15 feet of rope (keep all tied down)
7 Fishing kit (catch food)
3 5 gallons water (avoid dehydration)
9 Life preservers
12 Map of ocean (requires reading equipment)
13 Mosquito net (no mosquitoes in ocean)
4 1 case C rations (food)
5 Plastic tarp (protection from elements)
14 Sextant (useless)
10 Shark repellent
1 Shaving mirror (signal rescue plane)
11 Transistor radio (unable to get distant signal)
6 Two chocolate bars (good energy source)
2 Two gallons gas/oil (signal)

Work Sheet 3

8 Begin or end school
9 Change in residence
11 Christmas
3 Death of close family member
1 Divorce
2 Jail term
5 Marriage
12 Minor traffic violation
7 Outstanding achievement
4 Personal injury or illness
6 Pregnancy
10 Vacation

Work Sheet 4

10 Auto repair
2 Clergy
4 College professor
1 Doctor
8 Executive
3 Judge
5 Lawyer
6 Police
7 TV news reporter
9 U.S. Army General
11 Used car sales

Work Sheet 5

There is no correct answer.

Authority

1: ranking by drug experts
2: ranking by seamen
3: research study of stress
4: university study of prestige

TITLE: A OR B

MATERIALS:

One copy of master 7.15, A or B work sheet, for each student.

PURPOSE:

To help groups look at the consequences of decisions, as a way to make better decisions.

PROCEDURE:

Often we are faced with deciding between choices which look equally attractive.

1. Ask students to get in groups of 4 and give a copy of the A OR B work sheet to each student.

2. Explain that their group has been given two options as to how they can spend a school day. Their task is to identify and list the costs and benefits of following each option, then as a group choose an option based on highest total benefit with lowest total cost.

3. Option A is spend the day at an amusement park. Option B is spend the day at a circus.

4. After 15 minutes stop the groups and if they haven't made a decision yet ask them to make one now based on the information they have generated.

5. Have each group report out their decision and cost/benefit reasoning.

6. As a total group process. "How can looking at the cost and benefits of two options help you in decision-making?"

TITLE: RANK ORDER

MATERIALS:

None

PURPOSE:

To give students experience in choosing from among alternatives and in publicly affirming and explaining their choices.

PROCEDURE:

1. Explain to students that you are going to ask them some questions which will make them look inside themselves and try to decide what's important to them. You'll give them three choices each time and then you'll ask for two or three volunteers to tell you which is their first choice from the three, second choice and third.

2. Give an example: Teacher reads question: "Which do you like best?" then writes on the board:
   _____jello
   _____cake
   _____ice cream
   Teacher tells students and writes 1, 2, 3 next to them, according to how he or she ranks the three choices.

3. Read question one, write three choices on board, and ask who would like to state his or her preferences. Ask if they would like to explain their choices. Then let one or two others state their choices and reasons. Try to get them to name their choices each time instead of simply saying "2-1-3" or "the same" so they will consider the alternatives carefully.

4. Go on to the other questions until you have only five minutes left.

5. Process. "How did you feel, having to decide what was most important to you out of maybe three things you liked?" "Did you learn anything about yourself in this exercise?"

Rank Order Questions

1. Where would you rather be on a Saturday afternoon?
   _____at the lake
   _____in the woods
   _____at Winn's or the mall

2. Which is most important in a friendship?
   _____loyalty
   _____generosity
   _____honesty

3. If I gave you $500, what would you do with it?
_____save it
_____give it to charity
_____buy something for myself

4. Which pet would you rather have?
_____a cat
_____a dog
_____a parakeet

5. Which would you rather be?
_____an only child
_____the youngest child
_____the oldest child

6. What would you be most likely to do about a person who has bad breath?
_____tell him or her directly
_____send him or her an anonymous note
_____nothing

7. Which would you rather have happen to you if you had bad breath?
_____be told directly
_____get an anonymous note
_____not be told

8. If you had a problem, to whom would you go?
_____parent
_____counselor
_____teacher

9. If there were a fight at school, where would you most likely be found?
_____in the midst of it
_____watching from the sidelines
_____going to find someone to stop it

10. Which kind of teacher do you prefer?
_____a nasty person but a good teacher
_____a nice person but a poor teacher
_____personality and teaching ability above average

11. What would you do if you saw your best friend steal some candy from a store?
_____tell on him or her
_____pretend you did not see
_____ask him or her to share it with you

12. Which is hardest for you to do?
_____show a bad paper to your parents
_____walk away from a fight
_____wait your turn when you have something you really want to say

(Teacher, you might like to make up some of your own.)

TITLE: UNIQUE DRAW

MATERIALS:

Drawing paper and markers for each group.

PURPOSE:

To demonstrate the problem a group faces when confronted with an unclear task.

PROCEDURE:

1. Ask students to get in groups of six.
2. Hand out a sheet of drawing paper and several markers to each group.
3. Explain that each group will have 5 minutes to draw something unique. Ask them to begin without further directions.
4. After 5 minutes, stop and process. "What made this task easy? Hard?" "What does this task tell you as a group about completing tasks given you?"

TITLE: GROUP PROBLEM SOLVING

MATERIALS:

One copy of work sheet 8.2, Group Problem Solving, and pencil for each member.

PURPOSE:

This activity will enable students to work together to solve a problem. Let them know that this process is also useful when they are facing a problem of their own.

PROCEDURE:

1. Have students in small groups of 5 or 6. Distribute pencils and one more work sheet than there are students in each group.

2. Tell students that each group will use only one work sheet, that each of them is to keep one for his or her personal use. Each group will choose a recorder to fill in the work sheet for their group. Explain that each group is to choose a problem to work on. It should be something in which they are all interested. An example might be that they don't have enough time in between classes, that the tardy bell rings too soon! After they have decided on a problem they are to work together on solutions, their recorder or secretary filling in the group's work sheet. Give them 20-30 minutes to do this.

3. After the work sheets are filled in have them share with the entire class the problem and solution they agreed upon.

4. Process. "Would someone like to share how you felt about this activity?" "How did you feel about your participation in your group?"

TITLE: LETTERS

MATERIALS:

Paper and pencil for each group.

PURPOSE:

Part of being responsible citizens and students is not only to identify a problem but to try to do something about it. That is the purpose of this activity.

PROCEDURE:

1. Have students in small groups of 5 or 6. Give each group some paper and a pencil and ask them to choose a secretary.

2. Tell students that they are to decide among themselves on a problem that is "bugging" them. Then they are to compose a letter to whomever they want--the President of the United States, the mayor, superintendent of schools, their principal--whoever they think has the authority to effect the changes they recommend. And if they would like to actually mail the letter you'll furnish a stamp! Give them 15-20 minutes to do this.

3. After the letters are written have each small group read their letter to the rest of the class.

4. Process. "How did you feel as you worked on your letter?" "Did you learn anything about yourself as you worked with your group on this?"

TITLE: TINKER

MATERIALS:

A set of tinker toys for each group plus a set for a model.

PURPOSE:

To help students working in groups look at more effective group problem solving processes.

PROCEDURE:

1. Before class use one set of tinker toys to build a model. The model should have 5 sections connected. (The intent is to show students that if they would discuss how to organize to solve the problem, they could work more effectively.)

2. Ask each student to get in groups of 5 and give each group a set of tinker toys.

3. Put your model where everyone can easily see it. Explain that the groups will have 10 minutes to replicate your model. Start.

4. Stop at 10 minutes and ask each group to describe how they approached the problem. "Did you jump in?" "Did one do it all?" "Did everyone go off on his or her own?"

5. As each group to discuss how they could complete the task more efficiently.

6. (Option) If time allows, you can given them 10 minutes to try again. (Dismantle what's already built.) Process. "How did you organize differently?" "How successful were you this time compared to the first? Why?"

TITLE: SOUND BOX

MATERIALS:

A close box with item, or items which will make an unfamiliar sound.

PURPOSE:

To be able to recognize and/or identify clues.

PROCEDURE:

1. Before class prepare a box by putting several items in it, so that when the box is moved it will make unfamiliar sounds.

2. Ask students to either
   a. form one large circle or
   b. form an inner/out circle.

3. Say: "I have a box here with several items in it. I will pass the box around the circle (or the inner circle) and you may shake it or do anything except open it. You are looking for clues as to what is in the box. You can keep the box only 30 seconds before you pass it on.

4. When the box has come back to you ask students what clues they have and what they think might be in the box.

5. Open the box and reveal what's in it.

6. Process. "What did this activity have to do with problem solving?" "How do you feel abut the way you went about identifying what was in the box?"

TITLE: TOY STORE

MATERIALS:

None

PURPOSE:

To provide a group problem which must be solved by consensus.

PROCEDURE:

1. Have students get in groups of 4.

2. Say: "I am going to give you a problem verbally and your group is to solve the problem by consensus. I will feel free to ask anyone the solution and how it was arrived at."

3. Say: "The problem: you go into the toy store and buy a toy for $12.00. You give the clerk a $20.00 bill. Since the clerk doesn't have change, he takes the $20.00 bill next door and trades for 20 - $1.00 bills, comes back and gives you $8.00 change and you leave. The guy from next door comes over to the toy store later charging the $20.00 was a phony and he demands $20.00 back. The toy store guy apologizes and trades the $20.00. Not counting the toy, how much money did the toy store lose?"

4. When the groups have decided, ask each group to give their answer and explanation.

5. Ask the total group: "How did your group solve the problem?" "What did you learn about yourself as a problem solver?"

TITLE: WHOSE PROBLEM IS IT?

MATERIALS:

Copy of master 8.7, "Whose Problem Is It?" work sheet for each student.

PURPOSE:

To be able to deal with a problem you need to recognize whose problem it really is. Often people will try to get you to buy into a problem that you're not part of.

PROCEDURE:

1. Before class duplicate a copy of the "Whose Problem Is It?" work sheet for each student.

2. Ask students to form groups of 5 and hand out work sheets.

3. Say: "In order to solve a problem you need to be clear as to whose problem it really is. It could be your problem, other's problem or even external problems. Listed on your work sheet are 10 problems. Each of you decide for yourself whose problem it is and then come to group consensus (10 minutes maximum).

4. Post the correct responses and discuss, "Why is it important to recognize whose problem it is?"

Answers For "Whose Problem Is It?" Work Sheet

Your problem
2, 3, 5, 10

External problem

Other's problem
1, 4, 6, 7, 8, 9

TITLE: INTERVENTION

MATERIALS:

A copy of master 8.8, "Interventions Work Sheet," for each student.

PURPOSE:

When working in groups, situations arise which would interrupt the group process if someone did not intervene. This activity focuses on what to do in those situations.

PROCEDURE:

1. Ask students to form groups of 6.

2. Say: "Whether you are a new group or old group, one concern you are faced with is how to deal with a situation that disrupts what the group is doing. In order not to be disrupted it is sometimes necessary to make an intervention.

3. Hand out work sheets and explain that the groups will have 20 minutes to decide how to handle each disruption.

4. In 20 minutes or after the groups are done, have groups report out how they handled each situation.

5. As a total group, process. "Which situation was most difficult to handle? Why?" "How would you feel if one of these situations happened in your group?" "Would you intervene--why or why not?"

TITLE: HAPPINESS BOX

MATERIALS:

None

PURPOSE:

Students will learn to work cooperatively in groups as they define a problem and arrive at solutions.

PROCEDURE:

1. Have students in groups of 5 or 6.

2. Say: "I want each group to pretend that you can have a package any size or shape you want. Inside this imaginary box you are to place whatever it is in the whole wide world that would make our class happy. You have 10 minutes to do this, then I'll ask you to describe your 'happiness box' to the rest of us."

3. Call time and have each group describe the contents of their box to the rest of the class.

4. Process. "How did it feel to think you could make our class happy?" "Did your group have an easy time, or was it hard to decide on what went into your 'happiness box'?"

TITLE: FRIENDS

MATERIALS:

Paper and pencil for each group.

PURPOSE:

Loneliness is a real problem in schools. Many students do not know how to make and keep friends. This activity is designed to help them increase their skills in this area.

PROCEDURE:

1. Have students in small groups of 5 or 6.

2. Explain that making and keeping friends is a problem to many students. What they are to do is brainstorm for 4 minutes in their small groups all the ways they can think of to make friends. Remind them of the rules of brainstorming. (You might write these on the chalkboard or post them on newsprint.) Tell them that after they do their brainstorming they are to pick what they think is their best idea and decide how to roleplay it for the rest of the class. They have 15 minutes to do all this.

3. After 15 minutes call time and have each small group do their roleplay for everyone in the class.

4. Process. "Would someone like to share something you learned today about making friends?" "What did you learn about yourself in this activity?"

TITLE: NEW KID

MATERIALS:

None

PURPOSE:

A common problem is being new to a school or class where everyone already knows everyone else. Roleplay is a valuable tool for getting at the feelings of the newcomer and exploring his or her options.

PROCEDURE:

1. Teacher draws a circle face on the chalkboard and writes under it "New Kid." Teacher explains that being new to a school or class where everyone knows everyone else can be a big problem. Ask how many of the class have every been new. See if they will share their feelings about their experience. (Teacher might want to begin by giving one or two of his or her own experiences.)

2. After several students have shared some of their own experiences, ask if several would like to go stand by the face of "New Kid" and say some of the thoughts and feelings he or she might be having.

3. After random thoughts of "New Kid" have been expressed, draw another face on the board, this one "In-Group Member." Ask for volunteers to come up and roleplay "In-Group Member." Say what thoughts and feelings are going on in this student's head.

4. Ask "In-Group Member" and "New Kid" to talk to each other. If a student who is not involved in the roleplay has an idea about how to help "New Kid" make friends, he or she should join students who are "In-Group Member" and offer his or her ideas. Students not in roleplay should be encouraged, too, to step forward and offer any feelings they think "New Kid' is having.

5. After 15 minutes, process. "What did you learn about yourselves in this roleplay?" "Can someone share how you feel now about new students?"

TITLE: MAKING DIFFICULT DECISIONS

MATERIALS:

None

PURPOSE:

To determine the various factors one has to consider in making a decision.

PROCEDURE:

Read the following story and discuss Harold's problem with the students. Use the Decision-Making Model.

Harold, Frank, and Tom were the best of friends. They always did things together at school and played together after school. All three had made the football team and were working hard to make their team the top in the league. During the weekend, Harold's father was going fishing. Harold's father him he could take one friend along because the boat was small and it could hold only three people. Those three people would be Harold's father, Harold, and a friend. Harold was somewhat confused about what he should do because he wanted to take both his friends, Frank and Tom.

WRAP UP:

Some questions to use in discussing the situation:

What is Harold's problem?
What is the decision that Harold has to make?
How does Harold feel?
What would his friends feel if he made that decision?
What would you do if you were Harold? Why?

Follow-up: Considering Alternatives activity

TITLE: ALONE IN A CROWD

MATERIALS:

Pencils, paper

PURPOSE:

To discover how to handle situations when friends pressure you into doing something.

PROCEDURE:

Friends are really strange--well, at least mine are! We do the regular things, tell secrets, play together, and fight for each other. The problem is that my friends expect me to do all the things that they do. They say, "If you are our friend, you'll do such and such." How do I make them understand that there are things I just WON'T do?"

Discuss:

1. Why do you think this problem sometimes occurs? Explain.
2. What would your solution to this problem be? Explain.
3. What do you think "being along in a crowd" means? Discuss. Do you agree this can happen? Why or why not?

WRAP UP:

Ask each student to write down a situation in which he felt pressured by a friend to do something. How did he handle it then? How might he handle it in the future?

SIX STEP PROBLEM SOLVING MODEL

1. Identify Problem

   Figure out what your problem is by asking yourself what you need to decide.

2. Brainstorm Solutions

   Make a list of ALL possible solutions to the problem.

3. Weigh The Pros ("goods") and Cons ("bads") of each Solution

   List the good and bad results of each solution. This is important because if we think about what will happen if we choose a solution we will make a better decision.

4. Choose The BEST Solution

   After underlining what is most important to you, based on your feelings and beliefs, make the best choice.

5. Act on Your Decision

   Do what you have decided upon.

6. Evaluate Your Decision

   Ask yourself if you made the best decision. Take time and think about the decision you made and how it effected you. This will help you to make better decisions later.

TITLE: EITHER-OR FORCED CHOICE

MATERIALS:

None

PURPOSE:

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more--this or that?" In making their choices students have to examine their feelings and their self-concepts and values.

PROCEDURE:

The teacher asks students to move the desk so that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question, like: "Which do you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then find a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the teacher gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER-OR CHOICES

Are you

_____1. More of a saver or a spender?
_____2. More like New York City or Colorado?
_____3. More of a loner or a grouper?
_____4. More like a rose or a daisy?
_____5. More like breakfast or dinner?
_____6. More like summer or winter?

TO THE TEACHER

This is an excellent introductory exercise for a new group.

ADDITIONAL EXAMPLES

Are you

_____1. More like a teacher or a student?
_____2. More yes or no?
_____3. More here or there?
_____4. More political or apolitical?
_____5. More like the country or the city?
_____6. More like the present or the future?
_____7. More of a leader or a follower?
_____8. More physical or mental?
_____9. More of an arguer or an agree-er?
_____10. More intuitive or rational?
_____11. More establishment or anti-establishment?
_____12. More like a tortoise or a hare?
_____13. More likely to walk on thin ice or to tiptoe through the tulips?
_____14. More like patent leather or suede?
_____15. More like a paddle or a ping pong ball?
_____16. More like an electric typewriter or a quill pen?
_____17. More like a falling star or a beacon light on a mountain?
_____18. More like a rock band or a baroque string quartet?
_____19. More like a clothes line or a kite string?
_____20. More like a "No Trespassing" sign or a "Public Fishing" sign?
_____21. More like a fly swatter or fly paper?
_____22. More like a roller skate or a pogo stick?
_____23. More like a motorcycle or a tandem bicycle?
_____24. More like a gourmet or a MacDonald's fan?
_____25. More like a bubbling brook or a placid lake?
_____26. More like a screened porch or a picture window?
_____27. More like a mountain or a valley?
_____28. More like "A stitch in time" or "Better late than never?"

VIII. PEER PROJECTS/ACTIVITIES

PEER PROJECTS/ACTIVITIES

(1) A WELCOMING COMMITTEE TO NEW EIGHTH GRADE STUDENTS

1. Development of a communication system between the guidance department and the peer facilitating teacher that will notify the peer facilitating teacher of the name and team affiliation of the new student.

2. The guidance department will have the names of the peer facilitators and the peer facilitators should have maps of the school as well as a list of all the different services, clubs, sports, etc. that are offered at the school.

3. A new student will be paired with a peer facilitator from the same team for a period of four to five days.

4. The peer facilitator will guide the new student to each class on his/her schedule, and return to pick them up five minutes prior to his/her class change.

5. The peer facilitator's permanent badge or name tag will act as a pass during hall time.

6. The peer facilitator should connect at various times (before school, during lunch, and after school) with the new student to determine if there are any concerns or questions that the peer facilitator could be of assistance.

(2) AN INSTANT FRIEND TO EXCHANGE STUDENTS

This could be a part of the welcoming committee. It would function in a similar fashion. The emphasis here would be to familiarize the peer facilitators involved with the differ ethnic cultures that your school could encounter. The Gifted and Spanish teachers could be a great resource.

(3) BEING A SPECIAL PERSON TO HANDICAPPED STUDENTS

Available Resources: school psychologist, EH teacher, SLD teachers, staffed specialist. Target peer facilitators that you feel possess very sensitive personalities as well as being open minded. Guest speakers can provide the peer facilitating class with the facts regarding the different types of handicaps that some people may exhibit, and information on how to deal with them. The peer facilitators could then target different students in the school that fall under the category of being handicapped.

(6) ADOPT-A-STUDENT FOR THOSE WHO HAVE NO FRIENDS

There are some students that for one reason or other become outcasts within the school. The first step would be to identify who they are. These kids may be experiencing different things that have forced them to withdraw from their peers. These things could be shyness, obesity problems, abusive parents, low self-esteem, physical appearance, etc. One of these or the combination of any of them could be a significant factor in a student's life. Most of these students do not say very much when they are in class. The peer facilitators could adopt these students and spend some of their time with them during lunch and before or after school. The time spent with them during lunch and before or after school. The time spent with the adopted student does not have to be lengthy, sometimes a pat on the back will be sufficient to let them know that there is someone out there that cares.

This interaction could lead into a fruitful friendship. It would be wise to let the facilitators choose themselves who they would like to adopt from the list of students. The peer facilitators should be given enough flexibility since this can become a sensitive task.

(7) ORIENTATION FOR INCOMING ELEMENTARY STUDENTS

Set a time when you can take the peer facilitators to the elementary school. During this time, allow them to have contact with the students since they will have many questions to ask them about the middle school. Prior to visiting the elementary school the advisor may need to brush up the students on the middle school philosophy. The peer facilitators will also need to be briefed on the different programs and resources that will be available to the elementary students when they transfer to middle school. After the peer facilitators speak to the student body in an open forum, they may be sent to selected classrooms for a more personal encounter.

A follow-up could include a visit by the elementary students to the middle school. During this time, you could have the peer facilitators as tour guides.

(8) FAMILY SCULPTURES

Purpose: To show family relationships

Activity: Students will form a circle. One student gets in the middle and selects various students to represent his/her immediate family members. The student places each "family member" at various distances representing the relationship or closeness to each other and the student.

When the student has positioned each "family member," the rest of the students are then allowed to question as to why the different positions are made.

PEER PROJECTS/ACTIVITIES

(9) NAMETAGS FOR ALL PEER FACILITATORS

Idea One:

You will need to find someone who can design the tag via computer or students could agree on one designed by someone in the class (a contest could be held). Once it is designed, you can purchase some parchment paper and plastic nametag covers.* The design could be done by hand if there is no computer person at hand.

Idea Two:

*An alternative method would be to use a button-making machine. These can be purchased for $29.99.

Idea Three:

Use a clip on/pin on plastic name tag, applying the student's name with a DYMO namtag maker.

(10) DAILY "JOURNAL"

One of the most important tasks of a peer facilitator is to be able to do some interpersonal searching and thinking. However, I need to caution as to the length of the journal. You may want to limit to from one-half to one page per day. Otherwise, you will be reading and reacting to their thoughts and feelings for quite a long time. It is hard for some students to express themselves in a written form; for those you can offer the alternative of doing their journal by using a tape recorder. The purpose of the journal is to allow them to grow from their own experiences and to dwell on their thoughts by analyzing what they write down. But this could be a difficult task. The teacher can guide them in the right direction by reacting to the entries in the journal as well as demonstrating in class the proper things to enter into a journal.

See the Journal Handout for Students.

(11) BIRTHDAY CELEBRATIONS

At the beginning of the year, have the students write down their birthdates. Select a birthday committee to keep track of dates, announce parties, and assign food. Do a strength bombardment exercise by writing a personal poem or a positive statement should be given by each peer facilitator to the person who is celebrating his/her birthday on that particular day. Suggestion: You may want to combine all the birthdays for the month into one celebration, or choose a Friday for the party.

PEER PROJECTS/ACTIVITIES

(12) GOODIE LIST - BAKE SALE FUND RAISER

Purpose: To raise money for various activities. "Goodie List" lets you collect the money first and allows you to bake only the items ordered, thus preventing leftovers and panic as to how to get rid of them.

1. Decide on a delivery date.
2. Have students go around and take orders for the baked goods and collect money.
3. The night before the delivery date or earlier, designate who is to bake what and the quantity.
4. On the morning of the delivery date, have students meet to separate orders and make the deliveries.

(13) ADOPT - A - FAMILY

Purpose: To help a family or families in need. Families may be chosen from the school population or the community.

Activities: With the assistance of guidance counselors or other school officials, a family or families will be selected on the basis of need (food, clothing, money, etc.). Students will then collect the needed items. The distribution of those items will be handled through the guidance department. This activity is especially good during the holiday season, but may be done anytime throughout the year.

Comment: This has been very successful at Glenridge Middle School where three families were served in the 1988-89 school year.

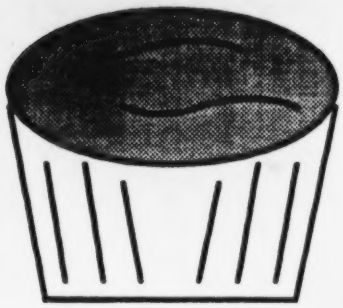
(14) PARENT NIGHT

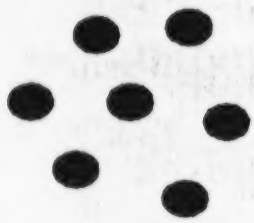
Purpose: To inform parents of the Peer Facilitating Program.

Activities:

1. Students and parents will wear name tags and introduce themselves.
2. Instructor will give over view of course and its goals and activities.
3. Have everyone sit in a circle; do a go-around of his child and then tells why he chose that word. When the parent is finished the student does the same. This is a powerful exercise that promotes self-disclosure and builds intimacy very quickly.
4. Refreshments may be served.

GOODIE LIST





Buyer: _____

Cookies	2a/c	.50	_____
Cupcakes		.50	_____
Fudge	2a/c	.50	_____
Rice Treats	2a/c	.50	_____
Brownies	2a/c	.50	_____

Delivery Date _____

PEER PROJECTS/ACTIVITIES

SAMPLE FORM

"Publicity for Skits"

To: Sixth and Seventh Grade Teachers

From: The Peer Facilitators of First and Second Periods

We are putting on skits for all sixth and seventh grade classes so that the students here at Glenridge know who we are and what we do. We would like them to know we are here for them to talk to. The skit will only last from 10 to 15 minutes. We feel this is a good opportunity to make your students aware of our program.

Please indicate below what topics you feel would be of interest to your students. If possible, please share the topics with your students to get their opinions. Please return the results to Mr. Rom's mailbox.

Thank you.

1. Substance abuse _____
2. Loneliness _____
3. Suicide _____
4. Grades _____
5. Relationships _____
6. Peer pressure _____
7. Other _____

X. APPENDIX

CURRICULUM FRAMEWORKS - GRADES 6-8
FLORIDA DEPARTMENT OF EDUCATION

SUBJECT AREA: PEER COUNSELING

COURSE NUMBER: 1400000 **COURSE TITLE:** M/J PEER COUNSELING 1

CERTIFICATION: ANY RELATED ACADEMIC OR VOCATIONAL FIELD

I. **MAJOR CONCEPTS/CONTENT:**

The purpose of this course is to provide students with the understanding of self and others, and the process of peer facilitation.

Content shall include, but not be limited to such topics as positive self concept, interpersonal skills, interacting with peers, understanding family relations, and knowledge of intercultural relationships.

II. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to

□1. Demonstrate facilitative communication skills.
□2. Exhibit knowledge of intrapersonal and interpersonal relationships.

III. **SPECIAL NOTE:**

□Must be met for a semester course.

SUBJECT AREA: PEER COUNSELING

COURSE NUMBER: 1400010 **COURSE TITLE:** M/J PEER COUNSELING 2

CERTIFICATION: ANY RELATED ACADEMIC OR VOCATIONAL FIELD

I. **MAJOR CONCEPTS/CONTENT:**

The purpose of this course is to provide students with the understanding of the skills for managing responsible behavior and the knowledge for implementing the peer facilitation process.

Content shall include, but not be limited to such topics as problem solving, decision making, time management, conflict management, leadership skills, presentation skills, and roles for helpers.

II. **INTENDED OUTCOMES:** After successfully completing this course, the student will be able to

□1. Demonstrate techniques for managing responsible behavior.
□2. Implement the peer facilitation process.

III. **SPECIAL NOTE:**

□Must be met for a semester course.

PEER COUNSELING OVERVIEW

WHAT IS A PEER COUNSELOR? A peer facilitator is someone who cares about others and who talks with them about their thoughts and feelings. Rather than being an "advice-giver" or "problem-solver," a peer facilitator is a sensitive listener who uses communication skills to encourage self-explanation and decision-making.

No matter the age, the setting or the persons involved, peer facilitators have the same objective: to promote personal growth and development through a helping relationship.

TEACHING THE BASIC CONCEPTS OF UNDERSTANDING HUMAN BEHAVIOR

1. We all have basic needs.
2. Everything we do is directed to some goal.
3. Our self-concept influences all our behavior.
4. Our self-concept is learned and can be changed.
5. Our self-concept is influenced by the consequences of what we do.
6. We are always learning and changing.
7. Increased self-awareness leads to responsible decision-making.
8. We learn from each other.

TEACHING THE HELPING RELATIONSHIP

Because attitudes and behaviors are changed very little by advice, persuasion or threat, we hope to train our peers to be a helping person who is positive, understanding, tolerant, easy to talk with and who cares about people.

We will practice learning the five basic characteristics of the helping relationship:

1. Listening attentively
2. Understanding the other person's point of view
3. Accepting the person
4. Caring enough to be committed and involved
5. Being genuine

TEACHING THE FIVE-STEP DECISION-MAKING PROCESS

1. Identify the central issue or problem
2. Explore the issue or problem: alternatives and consequences
3. Choose a next step
4. Act upon your choice and accept responsibility for it
5. Evaluate the results

ASSESSING THE SELF-CONCEPT, AND WORKING TOWARD MORE POSITIVE ASPECTS OF IT

SOME PLANNED ACTIVITIES:
Hold lock-in
Attend Peer Conference
Have guest speakers - psychologist, Jody Shotwell on drugs, Jr. League on child abuse, etc.
Visit the Duval Home

GRADING POLICY: based on doing weekly journal, exhibiting a serious attitude in class and in small group activities.

What Is A Journal?

What is a journal? Some people think it's a diary; others that it's a newspaper. It doesn't have to be either. It can be practically anything you like, as long as you're willing to do some writing.

IT'S ABOUT YOU

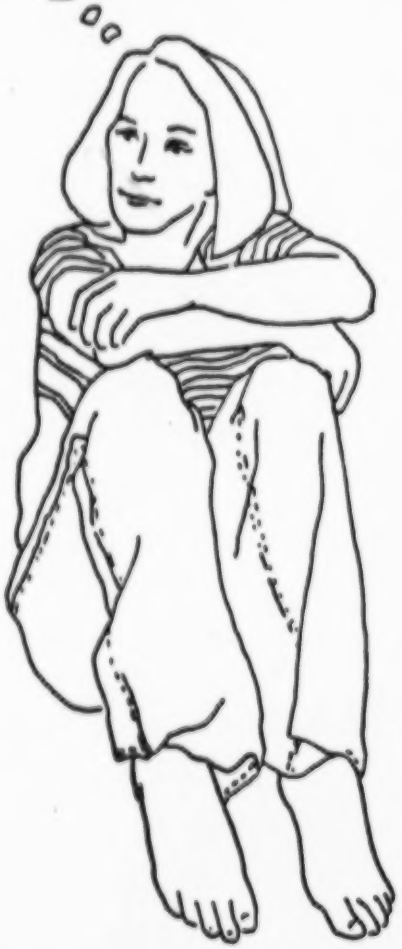
The journal reflects the contents of those moments in time that are personal or have special meaning for you--experiences from which you draw some understand about yourself or your world. They are not necessarily grand or monumental, but they are special in some way to you. A journal is a place to express, on a regular basis, some written record of what you DO, THINK and FEEL.

The one person you need to get to know really well in this world is YOU. The journal can be the most exciting teacher you will ever encounter--for the act of putting into words your experiences, thoughts and feelings will cause you to reflect more on your daily life. Writing about yourself is one way to grow in knowing yourself--to become more aware of your learning, goals and needs--to understand why you do the things you do.

Getting Down To Writing

Remember, what is important is to share ideas, work out your thoughts or create. The journal is not so much a point-by-point description of your daily activities as how you think and feel about them. For example, don't just limit yourself to saying:

I overslept this morning, and missed my bus, so I was late to school. Mr. Lyon chewed me out because he had to explain to the lady at the Art Museum why I missed my appointment with the art metal sculptor we'd arranged for me to interview. It was just an all around rotten day, but tonight Tom and I went out for pizza - and talked till midnight so I feel better about life tonight. But I'm sleepy. So that's it for tonight.



You see? You already know what you did. Put the events of your life in a context of thinking and feeling, evaluate them a little bit. Did the experience change you, affect you in some way or give you a special insight? How do you feel about the situation? What do you think about it? What effects do you predict the experience will have on your future actions? Learn from what you write. The journal will inform you only to the degree that you inform it. Discover what is interesting to you by writing it down. Concentrate on your reactions, your observations and your judgments about what's happening to you.

What's Expected

It is hoped that your journal will be very much "you," inside and out. The following requirements, however, can help give you a sense of continuity and organization:

1. Use a special notebook or binder which you keep only for journal writing and save all your entries. The notebook will help you keep everything in one place so you and your correspondent can see what you've written before. You should turn in the entire journal to your correspondent with each new entry.

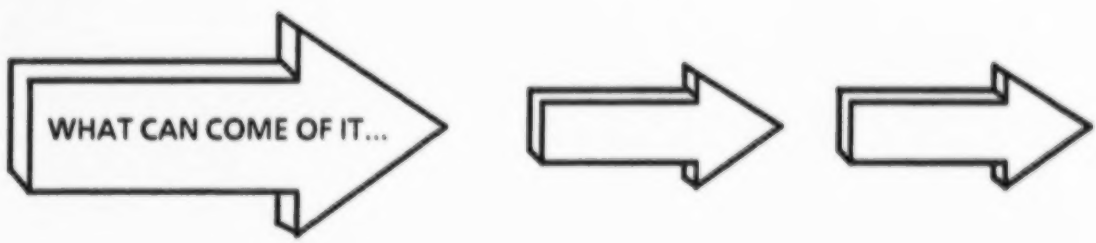
2. You are responsible for your journal.

   Don't lose it!

3. Turn in your journal each week. While your correspondent has your journal, you might find it important to keep notes to enter when your journal is returned.

4. Remember, your correspondent is another person who is listening to you with an open mind. Try not to waste anybody's time--most importantly yours--with trivia.

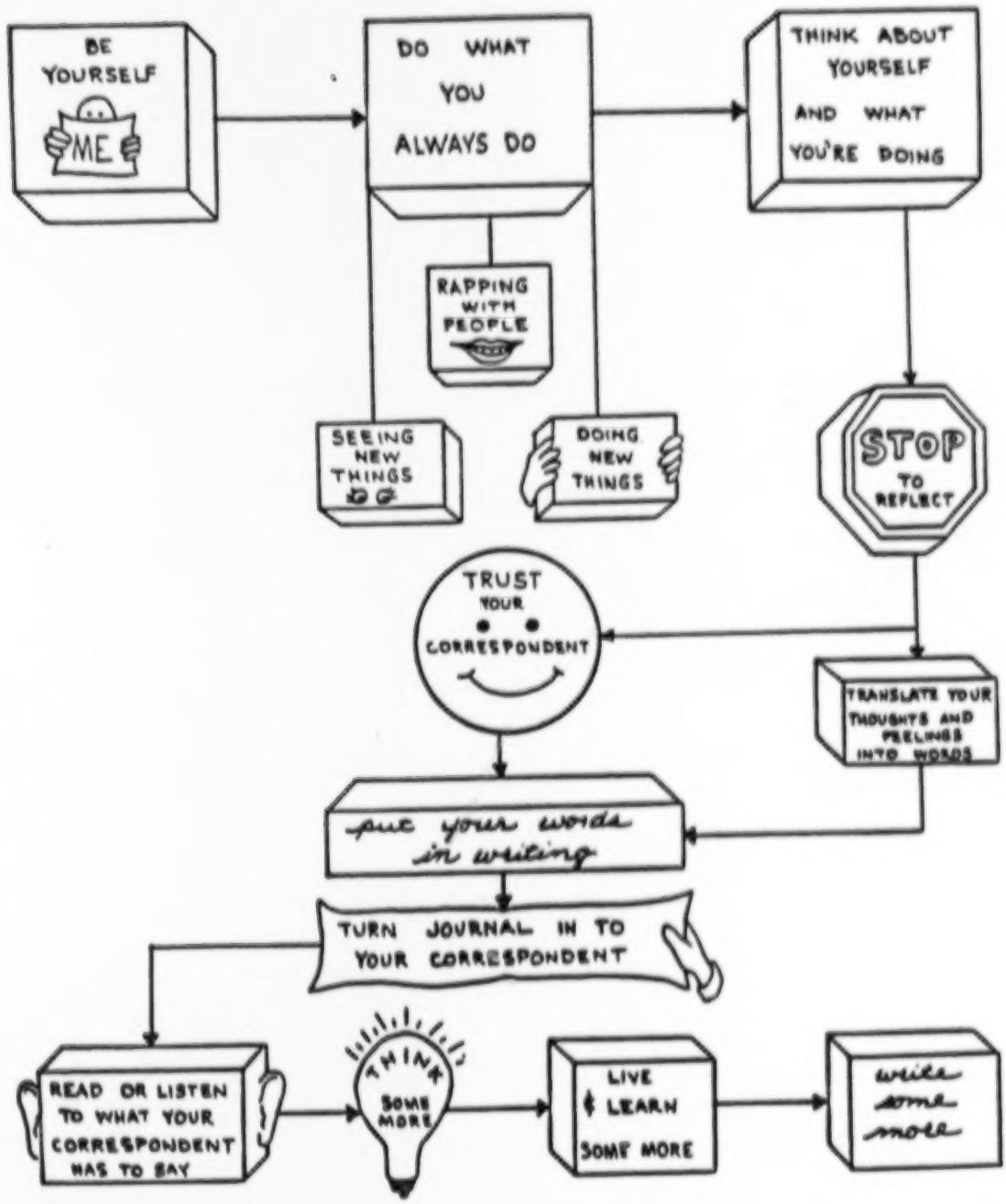
5. Your journal entries should cover at least two full pages for each week. Once you become involved with the process, however, you will probably go beyond this minimum.



You can expect two kinds of growth to result from writing regularly in your journal. First, your writing ability will improve, simple because you will be writing often.

Also, your ability to understand your experiences will deepen, both from the regular act of reflecting on and writing about what's happening to you and from the interaction between you and your correspondent. Your correspondent will be reading your journal in a serious attempt to understand what you mean, not in order to criticize or even evaluate your writing. If your correspondent is honestly puzzles by something you write, he or she may sometimes ask you to be more clear in your expression. But the journal should be a sincere dialogue between two people trying to understand each other.

Writing A Journal


BE YOURSELF
ME
DO WHAT YOU ALWAYS DO
THINK ABOUT YOURSELF AND WHAT YOU'RE DOING
RAPPING WITH PEOPLE
SEEING NEW THINGS
DOING NEW THINGS
STOP TO REFLECT
TRUST YOUR CORRESPONDENT
TRANSLATE YOUR THOUGHTS AND FEELINGS INTO WORDS
put your words in writing
TURN JOURNAL IN TO YOUR CORRESPONDENT
READ OR LISTEN TO WHAT YOUR CORRESPONDENT HAS TO SAY
THINK SOME MORE
LIVE & LEARN SOME MORE
write some more

"Warm Fuzzies"

Long ago only little people lived on the Earth. Most of them dwelt in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people and went about with broad smiles and cheery greetings for everybody.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his should a bag, and the bag was filled with Warm Fuzzies. Whenever two Swabeedoo-dahs would meet, each would give the other a Warm Fuzzy. It tells the person they are special. It is a way of saying, "I like you." And, of course, it is very pleasing to have someone give you a Warm Fuzzy. When you have a Warm Fuzzy held out to you, when you take it and feels its warmth and fuzziness against your cheek, and place it gently and lovingly in your fuzzy-bag with all the others, it's just extra-nice. You feel noticed and appreciated when someone gives you a Warm Fuzzy, and you want to do something nice for them in return. The little people of Swabeedoo loved to give Warm Fuzzies and get Warm Fuzzies, and their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a great green troll. He didn't really like to live all by himself, and sometimes he was lonely. But he couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town, and he was met by a kindly little Swabeedoo-dah.

"Hasn't this been a fine Swabeedoo-dah day?" said the little person with a smile. "Here, have a Warm Fuzzy. This one's special, and I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in his ear.

"Hey, don't you know that if you give away all your Warm Fuzzies, one of these Swabeedoo-dah days of yours, you're gonna run out of them?"

He noted the sudden look of surprise and fear on the little man's face, and then added, peering inside his fuzzy-bag: "Right now, I'd say you've only got about two hundred and seventeen Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that as soon as you give a Warm Fuzzy to someone, another comes to take its place, and that you can never every run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs, and on something else that he knew about himself. He just wanted to see if this same something was inside the little people. So he told his fib, went back to his cave, and waited.

Well, it didn't take long. The first person to come along and greet the little Swabeedoo-dah was a fine friend of his with whom he had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time, he received only a strange look. Then he was told to beware of running low on his supply of Warm Fuzzies, and his friend was suddenly gone. That Swabeedoo-dah told three others that same evening: "I'm sorry, but no Warm Fuzzy for you. I've got to make sure I don't run out."

By the next day, the word had spread over the entire village. Everyone had suddenly begun to hoard their Warm Fuzzies. They still gave some away, but very, very carefully. "Discriminatingly" they said.

The little Swabeedoo-dahs began to watch each other with distrust, and to hide their bags of Warm Fuzzies under their beds for protection at night. Quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange and before long the people were haggling over how many Warm Fuzzies it cost to eat a meal at someone's house, or stay overnight. There were even some instances of robberies of Warm Fuzzies. Some dark evenings--the kind the little Swabeedoo-dahs had enjoyed for strolling in the parks and streets and greeting each other to exchange Warm Fuzzies--it wasn't even safe to be out and about.

Worst of all, something began to happen to the health of the little people. Many of them began to complain of pains in their shoulders and backs, and as time went on, more and more little Swabeedoo-dahs became afflicted with a disease known as softening of the backbone. They walked all hunched over, or (in worse cases) bent almost to the ground. Their fuzzy-bags dragged on the ground. Many of the people in the town began to say that it was the weight of the bags that caused the disease, and that it was better to leave the bags at home, locked up safely. After a while you could hardly find a Swabeedoo-dah with his fuzzy-bag on.

At first, the troll was pleased with the results of his rumor. He wanted to see whether the little people would feel and act as he did sometimes when he thought selfish thoughts, and so he felt successful with the way things were going. Now, when he went into town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they looked at each other--with suspicion--and he rather liked that. To him, that was just facing reality. "It's the way the world is," he would say.

But as time went on, worse things happened. Perhaps, because of the softening of the backbone, perhaps because no one every gave them a Warm Fuzzy (no one knows), a few of the little people died. Now all the happiness was gone from the village of Swabeedoo, as it mourned the passing of its little citizens.

When the troll heard about this, he said to himself: "Gosh! I just wanted them to see how the world was. I didn't mean for 'em to die!" He wondered what to do. And then thought of a plan.

Deep in his cave, the troll had discovered a secret mine of Cold Pricklies. He had spent many years digging the Cold Pricklies out the mountain, for he liked their cold and prickly feel, and he loved to see his growing hoard of Cold Prickles, to know

that they were all his. He decided to share them with the Swabeedoo-dahs. He filled hundreds of bags with Cold Pricklies and took them into the village.

When the people saw the bags of Cold Pricklies, they were glad, and they received them gratefully. Now they had something to give to one another. The only trouble was that it was just not as much fun to give a Cold Prickly as a Warm Fuzzy. Giving a Cold Prickly seemed to be a way of reaching out to another person, but not so much in friendship and love. And getting a Cold Prickly gave one a fully feeling, too. You were not just sure what the giver meant, for, after all, Cold Pricklies were cold and prickly. It was nice to get something from another person, but it left you confused, and often with stung fingers. The usual things a Swabeedoo-dah said when he received a Warm Fuzzy was "Wow!", but when someone gave him a Cold Prickly, there was usually nothing to say but "Ugh!"

Some of the little people went back to giving Warm Fuzzies, and, of course, each time a Warm Fuzzy was given, it made the giver and receiver very joyful indeed. Perhaps, it was that it was so unusual to get a Warm Fuzzy from someone when there were so many of those Cold Pricklies being exchanged.

But giving Warm Fuzzies never really came back into style in Swabeedoo. Some little people found that they could keep on giving Warm Fuzzies away without ever having their supply run out, but the art of giving a Warm Fuzzy was not shared by many. Suspicion was still there, in the minds of the people of Swabeedoo.

You could hear it in their comments:

"Warm Fuzzy, eh? Wonder what's behind it."

"I gave a Warm Fuzzy, and got a Cold Prickly in return. Just see if I do that again."

"You never know about Mabel. A Warm Fuzzy one minute, a Cold Prickly the next!"

"If you won't give me a Cold Prickly, I won't give you one. O.K.?"

"I WANT to give my boy a Warm Fuzzy, but he just doesn't deserve it."

"Sometimes I wonder if grandpa has a Warm Fuzzy to his name."

Probably every citizen of Swabeedoo would gladly have returned to the former days when the giving of Warm Fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a Warm Fuzzy from someone, and he would resolve to go out and begin giving them to everyone freely, as of old.

But something always stopped him. Usually it was just going outside and seeing "how the world was."

FUZZIES

A story about human life that is bigger than a story, because it's about the joy of sharing and the tragedy of greed.

Here are some questions to probe the meaning of Fuzzies.

1. Do you think a person can be happy without modern conveniences? Explain your answer.

2. Is it possible to be happy on "rainy days or at work?" Explain.

3. To which side of human nature did Juanita, the witch of the Blahs, appeal? Would you have trusted Juanita as readily as the people in the story did? Why or why not?

4. Do you believe everything anyone tells you? Why or why not? Think of five people you admire and trust. List some of the qualities they have that make them trustworthy. Do other people believe what you say?

5. Why did the Fuzzies turn dull and matted? Is there anything you know that loses its specialness when it is not shared? What?

6. What recent shortages have created consumer fears and hysteria? What mentality contributes to such hysteria? What kind of attitude could help make things more relaxed and normal?

7. Make someone an appropriate gift that expresses a special thought. (Make the gift from items you can collect at little or no expense.)

8. What is the meaning of Christmas? Express the meaning of Christmas in a charade, using only facial expressions and gestures. What are some attitudes that take away from the spirit of Christmas. That help add to it? What are some non-Christian religious holidays that emphasize sharing and caring for our fellow humans?

9. Plan a Fuzzies Day at school. Make a supply of bright, round, soft Fuzzies, and share them with people you meet. What do you think such a day would contribute to the spirit and atmosphere of your school? How could the impact of Fuzzies Day be continued through the school year?

10. Is sharing essential to happiness? Explain your answer.

ORIENTATION PROGRAM FOR 5TH GRADERS

PEERS BRIDGING THE MIDDLE SCHOOL GAP

Jeffi Albritton
McIntosh Middle School
701 S. McIntosh Road
Sarasota, FL 34232
(813) 371-2484

Our 5th grade orientation program is divided into three parts:

Part I - All incoming 5th grade students visit our campus for an introductory assembly, slide show, and campus tour.

Part II - Parent Night - All incoming 5th grade students and their parents visit our campus for an introductory assembly, slide show, and campus tour.

Part III - Peers visit 5th grade classes for a final question and answer session.

The Peer program at McIntosh consists of twenty 8th grade students who are trained during the first twelve weeks of the year. One of their projects is to visit our elementary schools and meet with the 5th grade students in a classroom setting. To organize these visits, we follow the guidelines below:

1. Set the dates that each elementary school will be visiting McIntosh for orientation.
2. Contact each elementary school counselor to determine the number of 5th grade classes at that school.
3. Determine the number of Peers needed for each school.
4. Divide the Peers into partners. The counselor usually establishes these partnerships, based on the individual strengths of the Peers. For example, make sure each group has one Peer with strong group leadership skills.
5. Determine which Peers will go to which schools. We try to allow the Peers to return to the elementary school they attended. Not only do they enjoy it more, but it makes a greater impression upon the 5th graders.
6. Ask the 5th grade teachers to have their students prepare questions in advance to ask the Peers.
7. Final step: Take the Peers (two per class) to the elementary schools. Introduce them to the 5th grade teachers and the students. They usually spend 30 to 45 minutes in the classroom answering questions and going over any topics not covered. Below is a guide sheet the Peers use to help them if there are no questions being asked or if they have additional time.

We have found this to be one of the most popular activities that our Peers do all year. They enjoy it very much and we think it takes some of the fear out of Middle School for the 5th graders.

INTRODUCE YOURSELF--Grade 8

Where you went to Elementary School.

How long you have been at McIntosh.

What did you think Middle School would be like?

How you feel about your Middle School experience.

TOPICS FOR DISCUSSION:

-No gum or candy allowed on campus.
-What do you do if you get sick?
-What is ISS (In-School Suspension?)
-What is a team?
-What is an exploratory class?
-When do you get your schedule?
-Can you pick your own team?
-How do you know where you are supposed to go?
-Where do I put my bicycle?
-What do you do in P.E.?
-What do you wear in P.E.?
-What's "dressing out?"
-What if you're not athletic--will you fail P.E.?
-When and how do you get a locker?
-What's the dress code?
-In what sports can 6th graders participate?
-How much are lunches?
-What are basic skills classes?
-What does an SRO (School Resource Officer) do?
-What do you do if you need to leave school during the day? (Passports)

Field Trips:

-Carefree Learner
-Medieval Fair
-Selby Gardens